

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	Place date stamp here.
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information			
Organization name	County-District #	Campus name/#	Amendment #
Pharr-San Juan-Alamo ISD	108-909	PSJA Early College High School 108909001	N/A
Vendor ID #	ESC Region #	DUNS #	
74-6001 8769	1	0238840670000	
Mailing address	City	State	ZIP Code
601 East Kelly	Pharr	TX	78577
Primary Contact			
First name	M.I.	Last name	Title
Daniel	P.	King	Superintendent of Schools
Telephone #	Email address		FAX #
956-354-2000	drking@psjaisd.us		956-354-3000
Secondary Contact			
First name	M.I.	Last name	Title
Narciso		Garcia	Deputy Superintendent
Telephone #	Email address		FAX #
956-354-2000	narciso.garcia@psjaisd.us		
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Daniel	P.	King	Superintendent
Telephone #	Email address		FAX #
956-354-2000	drking@psjaisd.us		956-354-3000

Signature (blue ink preferred)

Date signed

10/31/2016

701-16-108-009

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #1—General Information

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 108-909		Amendment # (for amendments only):
14.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria:</p> <p>a. Is located on a college or university campus</p> <p>b. Is a stand-alone high school campus near a college or university campus</p> <p>c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)</p>	
15.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.</p>	
16.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.</p>	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Pharr-San Juan-Alamo Independent School District (PSJA-isd), **PSJA Early College High School (PSJA ECHS)**, is requesting funding to the Texas Education Agency (TEA) to support the 2016-2018 **Welding Innovative Academy (WIA)** under the Career and Technical Education (CTE) department of the school district, which aims to prepare students for entry job level positions, by developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas. The major recipients of the **Welding Innovative Academy (WIA)** will be the **At-Risk population** (68.5% of **PSJA ECHS** campus), who may have fallen off-track not only reengage for high school graduation, but that they prepare for and transition to a post-secondary education. However, the program will also benefit students who want to advance through dual credit (DC) coursework, which will in turn increase the district's four-year graduation rate and high school completion rate. The budget for this project (see Budget Narrative attached) was prepared after assessing the needs of the current program and determined that **60% of the budget** will be primarily to acquire supplies to enhance the teaching-learning experience of the Welding Innovative Academy. A very important innovative component of this project (**10% of the budget**) is the hiring of a **Career Academy Coach (CAC)** (see attachment job description), who will provide academic advisement and student support services to students within the WIA program. The CTE CAC will also facilitate all workshops, intervention resources, tutoring, registration and other academic and student support services to students. The WIA will require students to follow a schedule of classes and activities and will include three mandatory advising sessions with the CTE CAC. Important to note that academic coaching is being recognized as an important tool to assist students AT-Risk with daily routines and habits, guide them to set goals and priorities, management strategies, keep track of class materials, enhance study skills and test taking strategies, self-advocacy skills, etc. Funding has been considered to train teachers supporting the WIA to attend the **TSI Curriculum and Summer Institute** and assist the academy students in taking, coaching, and passing their TSI exam. **5% of the budget** has been assigned to external **evaluation services** to provide periodic oversight of the implementation of the project and summative reports. **PSJA ECHS** is a campus comprised of personnel ready to make significant school improvements. If awarded, the campus will utilize grant funds to implement a high-quality, school-wide ECHS utilizing the Texas State-Design Model to expand our partnerships with South Texas College (STC) and provide a new **WIA**. **PSJA ECHS** was designated as an ECHS campus in 2008. The proposed program is designed to create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. The major recipients of the **WIA** will be the **At-Risk population** (68.5% of **PSJA ECHS** campus), who may have fallen off-track not only reengage for high school graduation, but that they prepare for and transition to a post-secondary education. Support for the Welding Innovative Academy will increase the district's four-year graduation rate and high school completion rate. The **WIA** is a one-year dual enrollment program for rising ECHS juniors who are interested in pursuing a career in welding will prepare them for entry level positions to learn four processes (Shielded Metal Arc Welding, Gas Metal Arc Welding, Gas Tungsten Arc Welding, Flux Cored Arc Welding). Students will be prepared to perform fillet and V-groove welds in the Flat, Horizontal, Vertical and Overhead positions. Students will gain knowledge in Lay-out and Fabrication as well as blueprint reading, safety and metallurgy. Graduate candidates will be eligible to take a welding performance qualification test in accordance with American Welding Society (AWS) standards, as used in industry. Currently the CTE program, provides comprehensive instruction that aligns post-secondary education with curriculum pathways -including the Welding Program, designed to prepare students for employment in the high technology service industry. **WIA** is designed to target and encourage 36 **PSJA ECHS** junior level students in the technology and industry profession in welding. The proposed program will motivate, educate, and prepare students to enter the workforce in welding. Additionally, it will prepare students in high school with the necessary academic math, reading, and writing skills and will create awareness in all aspects of technology and industry trade related fields. High school students enrolled in the academy will have the opportunity to earn a **Level I Certificate in Structural Welding** and thereby enter the workforce at an earlier time after graduation from high school if they choose to do so. **PSJA-isd has an articulation agreement with STC**, who offers DC coursework to our ECHS students, who can continue the Welding Technology Program program and obtain an Associate of Applied Science Degree in Welding Technology (pending approval from the THECB and SACS), or a Combination Welding Certificate, and/or Structural Welding Certificate. The program courses are arranged in a coherent sequence (see attached degree plan and cross walk plan) designed to promote student participation with real experience as well as allowing for a seamless transition into post-secondary studies. **PSJA's** CTE program goal is to provide rigorous, relevant education, infused with leadership and employability skills for all students ensuring they graduate college and career ready. The initiative proposed here also

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Obey to the **need assessment** prepared by CTE staff, upper administration, and partners, who have identified emerging occupations and skill requirements based on industry trends and advancing technologies and processes. It has identified the welding profession and the wide-range of welding jobs in Texas, which in fact are currently in such short supply. Thus, WIA will increase the pipeline of new workers prepared for workforce training by establishing and developing the first tier of the pipeline which is 11th graders. WIA will get students to complete their high school academic requirement alongside with requirements to earn a technical certificate. A fast-track model will allow high school junior level students the opportunity to take welding courses while enrolled in high school. As part of the Academy, students have the opportunity to obtain a **certificate of completion in both Structural Welding and Combination Welding** by the end of their senior year of high school. Data from the Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2016-17 Edition*, the Job Market Analysis of Welding Careers in Texas (Welding, Soldering, and Brazing Machine Setters), revealed that there are more welding jobs in Texas than anywhere else in the country

United States	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Welders, Cutters, Solderers, and Brazers	397,900	412,300	+4%	12,850
Texas	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Welders, Cutters, Solderers, and Brazers	56,270	63,820	+13%	2,370

As reported by The American Welding Society, newly trained professionals will be needed to fill welding positions throughout the nation before 2020, many of which will be in Texas. Currently 56,270 out of 397,900 welders are employed in Texas; unfortunately, employers in the state are already struggling to find men and women with adequate welding skills: as many as 40 percent of applicants for welding jobs fail their employment examinations. Due to the aforementioned vast demand, there is a need to increase the number of qualified welding workforce pipeline and reduce the gap between the skills the industry needs and what is taught in the K-12 education system. The **WIA** aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas. Internships, practicums, cooperative education, school-based enterprises, dual enrollment programs, are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills. The **Management Plan** will include the executive staff members of the CTE program, the Deputy Superintendent, the PSJA ECHS Principal, representatives from the Industry Partners, STC, and the External Evaluator. The management structure is intended to ensure that all aspects of the project be implemented smoothly and effectively to accomplish the project objectives within the budget and includes well-defined roles, timelines, and milestones. The project team collectively has vast experience in managing district and school partnerships, implementing TEA program grants, and in conducting evaluations. The management plan also includes PSJA ISD's dual enrollment instructors, that will work closely with STC welding program chair to assure that quality instruction is occurring and that the goals and objectives are being met. Our welding instructors follow a STC Welding department syllabus that follows a timeline and a scope and sequence. The **WIA** will establish an **Evaluation Plan** that will provide information to monitor and improve the project as it develops and progresses to ensure continuous improvement. A full **Logic Model** will be develop and **formative and summative evaluation processes** will be implemented to monitor the quality and performance of the program. If funded, an updated comprehensive evaluation plan will be discussed with all stakeholders, for their review and additional comments. The updated plan will be collected in a timely and orderly fashion, to establish a performance feedback system that will assist CTE Director, PSJA upper administration, ECHS Principal, Industry Partners, STC and Evaluator to determine whether the project is in compliance with grant objectives. A **Leadership Team** will be established at the beginning of the funding period to set the year evaluation meeting calendar, establish roles and responsibilities of committee members, and other stakeholders. This group will examine and review frequently the the goals project initiatives, inputs, resources, activities (including time calendar), and short-term and long-term outcomes. PSJA ISD superintendent, Dr. Daniel King, has reviewed the statutory requirements and has accurately answer the grant requirements and committed to sustain the WIA program.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$36,826	\$30,000	\$66,826	\$0.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$20,000	\$0.00	\$20,000	\$66,000
Schedule #9	Supplies and Materials (6300)	6300	\$240,417	\$0.00	\$240,417	\$0.00
Schedule #10	Other Operating Costs (6400)	6400	\$0.00	\$0.00	\$0.00	\$0.00
Schedule #11	Capital Outlay (6600)	6600	\$0.00	\$0.00	\$0.00	\$0.00
Total direct costs:			\$297,243	\$0.00	\$327,243	\$66,000
1.627% indirect costs (see note):			N/A	\$0.00	\$5,324	\$0.00
Grand total of budgeted costs (add all entries in each column):			\$270,618	\$30,000	\$332,568	\$66,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$332,568
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$33,257

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher			\$0.00	\$0.00
2	Educational aide			\$0.00	\$0.00
3	Tutor			\$0.00	\$0.00
Program Management and Administration					
4	Project director			\$0.00	\$0.00
5	Project coordinator – ECHS Career Academic Coach	1		30,000	\$0.00
6	Teacher facilitator			\$0.00	\$0.00
7	Teacher supervisor			\$0.00	\$0.00
8	Secretary/administrative assistant			\$0.00	\$0.00
9	Data entry clerk			\$0.00	\$0.00
10	Grant accountant/bookkeeper			\$0.00	\$0.00
11	Evaluator/evaluation specialist	1		\$0.00	\$0.00
Auxiliary					
12	Counselor			\$0.00	\$0.00
13	Social worker			\$0.00	\$0.00
14	Community liaison/parent coordinator			\$0.00	\$0.00
Other Employee Positions					
21	Title			\$0.00	\$0.00
22	Title			\$0.00	\$0.00
23	Title			\$0.00	\$0.00
24	Subtotal employee costs:			\$30,000	\$0.00
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$0.00	\$0.00
26	6119	Professional staff extra-duty pay		\$17,200	\$0.00
27	6121	Support staff extra-duty pay		\$0.00	\$0.00
28	6140	Employee benefits		\$19,626	\$0.00
29	61XX	Tuition remission (IHEs only)		\$0.00	\$0.00
30	Subtotal substitute, extra-duty, benefits costs			\$0.00	\$0.00
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$66,826	\$0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$0.00	\$0.00
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0.00	\$0.00

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	Contractual Service Fees: Internship Partnership CHARLES CLARK CHEVROLET CO. Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$10,500
2	Contractual Service Fees: Internship Partnership TOYOTA Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$10,500
3	Contractual Service Fees: Internship Partnership HUMANETICS Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$10,500
4	Contractual Service Fees: Internship Partnership ERO ARCHITECTS Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$10,500
5	Contractual Service Fees: Internship Partnership R. GUTIERREZ ENGINEERING CORPORATION Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$10,500
6	Contractual Service Fees: Internship Partnership GIGNAC Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$13,500
7	Contractual Service Fees: Independent Evaluation & Itemized Analysis Training @ a Professional services rate at 4% Evaluation services + 1% for Item analysis of TSI = Total 5% of total budget Year 1 - 2	\$20,000	\$0.00
8		\$0.00	0.00
b. Subtotal of professional and contracted services:		\$20,000	\$66,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0.00	\$0.00
(Sum of lines a, b, and c) Grand total		\$20,000	\$66,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108-909

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval:	\$240,417	\$0.00
Grand total:		\$240,417	\$0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108-909

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$0.00	\$0.00
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$0.00	\$0.00
6413	Stipends for non-employees other than those included in 6419	\$0.00	\$0.00
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0.00	\$0.00
Subtotal other operating costs requiring specific approval:		\$	\$0.00
Remaining 6400—Other operating costs that do not require specific approval:		\$0.00	\$0.00
Grand total:		\$0.00	\$0.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

0.

Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 108-909			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0.00	\$0.00
66XX—Computing Devices, capitalized					
2		N/A	N/A	\$0.00	\$0.00
3		N/A	N/A	\$0.00	\$0.00
4		N/A	N/A	\$0.00	\$0.00
5		N/A	N/A	\$0.00	\$0.00
6		N/A	N/A	\$0.00	\$0.00
7		N/A	N/A	\$0.00	\$0.00
8		N/A	N/A	\$0.00	\$0.00
9		N/A	N/A	\$0.00	\$0.00
10		N/A	N/A	\$0.00	\$0.00
11		N/A	N/A	\$0.00	\$0.00
66XX—Software, capitalized					
12		N/A	N/A	\$0.00	\$0.00
13		N/A	N/A	\$0.00	\$0.00
14		N/A	N/A	\$0.00	\$0.00
15		N/A	N/A	\$0.00	\$0.00
16		N/A	N/A	\$0.00	\$0.00
17		N/A	N/A	\$0.00	\$0.00
18		N/A	N/A	\$0.00	\$0.00
66XX—Equipment, furniture, or vehicles					
19		N/A	N/A	\$0.00	\$0.00
20		N/A	N/A	\$0.00	\$0.00
21		N/A	N/A	\$0.00	\$0.00
22		N/A	N/A	\$0.00	\$0.00
23		N/A	N/A	\$0.00	\$0.00
24		N/A	N/A	\$0.00	\$0.00
25		N/A	N/A	\$0.00	\$0.00
26		N/A	N/A	\$0.00	\$0.00
27		N/A	N/A	\$0.00	\$0.00
28		N/A	N/A	\$0.00	\$0.00
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$0.00	\$0.00
Grand total:				\$0.00	\$0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment: 1,805

Category	Number	Percentage	Category	Percentage
African American	2	0.1%	Attendance rate	93.1%
Hispanic	1,793	99.3%	Annual dropout rate (Gr 9-12)	0.2%
White	9	0.5%	Students taking the ACT and/or SAT	87.3%
Asian	0	0.0%	Average SAT score (number value, not a percentage)	1314
Economically disadvantaged	1,579	87.5%	Average ACT score (number value, not a percentage)	17.3
Limited English proficient (LEP)	308	17.1%	Students classified as "at risk" per Texas Education Code §29.081(d)	68.5%
Disciplinary placements	65	3.4%	State assessment data (All Grades / All Subjects)	99%

Comments

PSJA Early College High School has been identified as a *Priority* campus. The *root cause* of the campus's rating has been a revolving issue beginning with students' mobility and the population of economically disadvantaged students and English Language Learners (ELLs). These issues have led to the long-term effects on students' academic performance. The table below details the campus demographics in comparison to the state's demographics:

Year	Economically Disadvantaged		At-Risk		Mobility	
	Campus	State	Campus	State	Campus	State
2014-2015	87.5%	58.8%	68.5%	51.2%	67.5%	16.9%
2013-2014	85.8%	60.2%	56.4%	49.9%	21.3%	17.1%
2012-2013	85.0%	60.4%	54.8%	44.7%	20.6%	17.9%

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1.0	0.8%	No degree	4.7	3.9%
Hispanic	107.5	87.6%	Bachelor's degree	82.9	67.6%
White	9.2	7.5%	Master's degree	34.0	27.7%
Asian	5.0	4.1%	Doctorate	1.0	0.8%
1-5 years exp.	28.0	22.8%	Avg. salary, 1-5 years exp.	\$46,174	N/A
6-10 years exp.	35.2	28.7%	Avg. salary, 6-10 years exp.	\$48,399	N/A
11-20 years exp.	32.1	26.2%	Avg. salary, 11-20 years exp.	54,966	N/A
Over 20 years exp.	17.9	14.6%	Avg. salary, over 20 years exp.	\$61,029	N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											0	12	12	12	36
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
TOTAL:															36

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											2	1	1	1	5
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															5

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparation for the submission of the INDUSTRY CLUSTER NAME Innovative Academy-the Next Generation of Early College High Schools grant, the district analyzed the needs of PSJA ECHS. Elements of the needs assessment included the review of the instructional programs, technology and strategies that are currently being utilized at the campus, the experience/capabilities of the school leadership team, and the college-credit bearing courses and preparatory/college readiness courses currently available. The goal for the district was not just to identify the areas of need, but to also identify the root cause for the problems. The following is a description of the process and activities that the district utilized to conduct the campus needs assessment and to analyze the data.

Needs Assessment: In conducting the needs assessment, the CTE campus staff -in collaboration with Industry Partners and STC- collected and reviewed the following data:

- Daily assignment scores
- Attendance records
- Potential students for enrollment
- Teacher and staff participation
- Teachers' credentials
- Parental engagement documentation
- Availability of existing and needed equipment
- TSI passing
- PEIMS Demographic data
- Early College High School Blueprint
- ECHS Memorandum of Agreement STC DLC Program
- Career Academic Counselor job description
- Quality / dependability of partners and vendors
- Current MOU with South Texas College
- Welding Industry and job Market occupations.

The **Grant Assessment Team** reviewed each of these areas and compared the campus and state data in order to identify which areas required improvement.

The district and campus administration met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. Stakeholders included: Superintendent, Deputy Superintendent, Asst. Administrator for High Schools, Campus Principal, Assistant Principal, and the Career and Technical Education Director. In all, a total of three (3) planning meetings were held in the course of a 2 week period. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity, or mandatory requirements) that support prioritization were applied. Since a significant gap was identified in the number of at-risk and historically underrepresented students which directly impacts the campus' graduation rate, the district chose to implement a new opportunity to earn a meaningful postsecondary course credit and career program that will lead to a opportunity in high demand occupation in the **Advanced Technologies and Manufacturing (ATM)** "Industry Cluster Name".

Our goal was to understand how to attract At-Risk students in ATM high demand jobs. Since the campus received its school-wide Early College High School (ECHS) designation in 2008, the grant would allow the campus to utilize funds to implement such strategies to offer a Business Industry Pathway course at their campus to increase opportunities for promotion and career growth. We reviewed current MOU with STC to ensure that all college credit courses hours earned by PSJA's students will be used for DC and for earning an Associate Degree. Needs assessment also contemplated the goal for students to complete an Associate Degree within two to three years of graduating from high school.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase the passing rate of TSI exam. Current data TSI score show that from the 1,805 students enrolled in 2015 only 14% have are TSI complete.	The Welding Innovative Academy will identify 5 instructors who will receive TSI training at Region One Service Center. Instructors will also receive training in Item Analysis in order to assess the quality and quantity of the items of the test as a whole and provide feedback to students. Students will receive TSI test preparation.
2.	Provide ECHS Career Academic Coaching for the Welding Innovative Academy students.	The Welding Academy will hire a Career Academic Coach (CAC) to provide one-on-one assistance that will help students identify his or her study strengths and needs. The CAC will help students to build an efficient and flexible set of study skills, as time management, procrastination, test preparation, and note taking and reading strategies. They will also work individually with students, assess their strengths and needs, and devise a personalized plan of action using their career certificate crosspath.
3.	Provide students opportunities to earn postsecondary credentials in high school	The Welding Innovative Academy will create a Fast-Track Welding Program to provide students opportunities to earn postsecondary credentials in high school with a focus on applied learning opportunities like internships, apprenticeships, mentorship programs and career counseling in welding.
4.	Increase the number of students who graduate with marketable skills and college credit toward credentials in welding	Students will be required to meet three mandatory sessions per semester with the CAC who will provide with a semester plan, tutoring on daily routines and habits, guide them to set goals and priorities, management strategies, keep track of class materials, enhance study skills and test taking strategies, self-advocacy skills, etc.
5.	Leverage the efficiency of the existing Early College High School frameworks and innovate through partnership with industry . Prepares students to go into the workforce in a range of well-paying jobs that are available to recent graduates.	The Welding Innovative Academy (WIA) will create partnerships with regional employers, community colleges and universities to raise industry and career awareness and increase meaningful career and post-secondary programs. WIA will support efforts to better align educational opportunities with market activity and provide another education option that prepares students to go into the workforce.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	ECHS Director Principal	Full-time Program Director must have a minimum of a Master's Degree in Education or related field including teaching and principal certification. A minimum of three years in the educational field, fiscal/budget management, data reporting, and management information system. Experience in supervision with knowledge of youth human development.
2.	CTE Director	Full-time Career & Technical Education Director with a minimum of a Bachelor's Degree in Education or related field. A minimum of three years in the educational field, fiscal/budget management, data reporting, and management information system, and supervision of staff and securing community partnerships.
3.	CTE - CAC	A Career Academy Coach - Bachelor's Degree in education and hold a valid Texas teaching certificate with any secondary endorsement (grades 6-12) and a minimum of three year's teaching experience and workforce development experience preferably and advising.
4.	External Evaluator	Contracted External Evaluator with a Ph.D in Quantitative Educational Research with vast experience local, state, federal grants.
5.	Leadership Team	Consist of Superintendent, Deputy Superintendent of Curriculum and Instruction, Career and Technical Education Director, ECHS WIA Principal.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase passing rate of TSI exam	1. 5 instructors who will receive TSI training at Region One Service Center.	05/01/2017	07/30/2017
		2. One-on-one tutoring will be provided to help WIA students to become TSI completers	05/01/2017	07/30/2017
2.	Provide Academic Coaching for WIA students	1. Hire Career Academic Coach	06/01/2017	05/30/2018
		2. Provide early intervention to each student enrolled in the Welding Innovative Academy program	06/01/2017	05/30/2018
		3. Provide continuous academic coaching to students enrolled in the WIA program,	06/01/2017	05/30/2018
		4. Conduct home visits by Career Academic Coach	06/01/2017	05/30/2018
		5. Host career sessions for students/families	06/01/2017	05/30/2018
3.	Provide students opportunities to earn postsecondary credentials in high school	1. Develop and implement a plan to inform students and parents of the WIA program activities and benefits.	06/01/2017	05/30/2018
		2. Publish newsletter/brochures both English and Spanish to inform potential students of the activities and benefits of the Welding Innovative Academy	06/01/2017	05/30/2018
4.	Increase graduation of students with marketable skills & college credit welding	1. Recruit and enroll students into the WIA program	02/01/2017	12/15/2017
		2. Retain and graduate students from the WIA program	02/01/2017	05/30/2018
5.	Leverage and sustainability.	1. Secure partnerships with local Industry	02/01/2017	05/30/2018
		2. Secure internship programs with Industry partners	02/01/2017	05/30/2018
		3. Document in-kind services.	02/01/2017	05/30/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PSJA ISD's dual enrollment welding program has highly qualified instructors that **will work closely with STC welding program chair** to assure that quality instruction is occurring and that the goals and objectives are being met. Our welding instructors follow a STC Welding department syllabus that follows a timeline and a scope and sequence. The instructor monitors and assures that all the objectives of the course are followed and met. Our instructors administer formative and summative evaluations to make sure that learning is occurring. Our instructors utilize both knowledge tests and performance tests. PSJA ISD required our instructors to send out a progress report every six weeks, and our instructors must post a minimum of ten grades per six weeks on our district's parent access website. This allows for our students and parents to have an up to date grade status. If a student is not passing by the college drop date, the student has a teacher conference in which they are advised on whether they should stay in the class or drop out. PSJA ISD advising views dropping a course as a last option and only in extreme cases when the student will more than likely not be able to pass the course. The evaluation team will meet the instructor and program staff to establish data collection methods and to assist with data analysis and project reports. Results of the evaluation will be used to refine, improve and strengthen the program and to refine performance measures to accurately assess program effectiveness in meeting state goals and objectives. Results will be shared with all stakeholders and invested entities, along with a formal public notice of availability to the community. The instructor will communicate with the PSJA ISD and campus administration throughout the project period to ensure the planning, implementation, and achievement of all TEA milestones are in order to evaluate the progress toward attainment. To ensure that the district and campus personnel are able to deliver continuous high-quality programming when there are changes in key project staff, the ECHS Welding program will incorporate succession management strategies. The strategies will be aligned to ensure that they are proactive and that they target every level of the organization. Through these succession management strategies, the campus will employ high quality staff with experience with the English Language Learners (ELLs) population. The staff will be trained in the role and function that they are assigned to and will be able to stand-in or support other key roles. This will especially be of use in the event that key personnel leave the district. Suitable replacements will be able to be garnered within the existing staff or if replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individuals with support during the transitioning process.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PSJA ISD currently has an ongoing welding dual credit program. Currently the program only allows for our students to begin taking welding dual credit courses in the eleventh or twelfth grade. However, by receiving this grant, and the early college distinction, students in their tenth grade year will also be eligible to start taking their welding DC classes. In order for PSJA ECHS students to complete the Welding DC certificate through our higher education partner, they must complete eight courses. Six of these eight courses require a minimum of 126 contact hours per semester. This makes it challenging for our students to earn their college certificate within two years. Having the flexibility that this grant will allow us, our students can begin to start taking the welding DC courses earlier and provide our students with additional time to complete all the courses that are required to earn their college certificate.

To ensure that our students remain committed to the Welding program there will be intentional outreach sessions to all parties involved including a beginning of year orientation for parents and students. All students declaring to enroll in the Welding program will sign a letter of commitment and be given a course graduation plan endorsing their Business & Industry Pathway. Additionally, a Career Academy Coach (CAC) will be hired and assigned to PSJA ECHS to recruit, track, support and advise the students on their pathway. PSJA ISD has CTE Coordinator assigned to our ECHS CTE programs to also provide additional support for our teachers and students. The process for ensuring that the required data elements are collected, evaluated, and submitted in a timely fashion and in compliance with grant funding, the instructor will effectively communicate to all invested project personnel the program updates and program effectiveness.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	A Logic Model (LM) will be design and implemented at the early stage of the grant period.	1. Development of theory of change
		2. Use of Logic Model to capture program structure. Development of Gantt Diagrams
		3. Generate program evaluation questions, metrics, and data collection methodology.
2.	A Formative evaluation will be implemented to assess ongoing project activities and provide information to monitor and improve the project.	1. Use of formative information to assess ongoing project activities
		2. Improvement of current program practices
		3. Refinement of the information for the Spring, Summer, and Fall and Spring 2018 terms logic model
3.	A Process Evaluation will be implemented to assess whether the project is being conducted as planned. Four process evaluation sessions will be conducted	1. Verification of program alignment practices for Spring 2017, Summer 2017, Fall 2017 and Spring 2018 terms are conducted as planned.
		2. Refinement of Logic Model
4.	A Progress Evaluation will be implemented to assess progress in meeting the goals of the program and the project..	1. Verification of outputs activities and participants for Spring, Summer, Fall, 2017 terms. It will assess progress in meeting the goals of the program and the project
		2. Collection of information to learn wether or not the benchmarks are met and to point out unexpected developments. Written Reports
5.	A Summative Evaluation will be implemented to assess project's success in reaching its stated goals.	1. Comparisons between Fall and Spring program implementation to assess the quality and impact of the fully implemented project.
		2. Contrast program outcome data to comparisons group and explain differences. Provide a written report on the impact and outcome of the project.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data that will be collected will include the following:

- Daily assignment scores
- Attendance records
- Teacher and staff participation
- Quality of available resources
- Parental engagement documentation
- Student and teachers accessibility to resources
- Test scores and Item Analysis reports
- TAPR reports
- Teacher and staff experience
- Career Academic Couch interviews
- Quality / dependability of partners and vendors
- Students' course assessments (Instructors and courses).
- Students' internship experiences.
- Course syllabus

An individualized "Report Card" will be issue to each of the 36 students envisioned to participate in the Welding Innovative Academy to show their progress towards meeting the benchmarks of the program. The report will include identification of roadblocks each student faces and potential solutions and pathways offered and or suggested by the Welding Innovative Academy.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, PSJA Early College High School has an existing Memorandum of Understanding with South Texas College (STC) which includes joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions. The Memorandum of Understanding with STC addresses topics including: the ECHS location; the allocation of costs for tuition, fees, textbooks, and student transportation; joint decision-making procedures; and provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

PSJA ISD and PSJA Early College High School are fully committed to expanding its recently approved Early College High School (ECHS) which provides an opportunity for its student to graduate with college hours and/or an Associate's Degree. The Early College High School (ECHS) was designated in 2008 as a school-wide campus. Through the campus's existing resources and potential funding from the INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools Grant, PSJA Early College High School will supplement its existing resources and will ensure that the number of college courses available to students during high school will increase from a minimum of six (6) by the start of the 2017-2018 to sixty (60) by the start of 2018-2019 school year.

If awarded the funding, PSJA ISD and the PSJA High School campus would be able to provide a high-quality Early College High School with approved Business and Industry endorsements including "Structural Welding Certificate" and/or a "Combination Welding Certificate". This endorsement has previously been approved through the existing Memorandum of Understanding (MOU) with South Texas College (STC). Through this MOU, joint decision-making procedures have already been established that allow for the planning and implementation of a coherent program across both institutions.

Specifically, the MOU states that STC and PSJA Early College High School will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours towards a baccalaureate degree during grades 9-12. South Texas College will give credit for courses taken for dual credit under the Dual Enrollment Courses Agreements which have been approved with primary emphasis on the Core Curriculum requirements for all Associate of Arts' degrees. At the start of a student's 9th grade year of high school, the student will receive an academic degree plan upon the completion of a career and program of study interest inventory. During a student's senior year, or after completion of the core curriculum, courses for field of study programs can be completed according to STC's suggestion of course sequencing. Such courses will be evaluated and approved through the official college curriculum approval process and will be taught at the college-level.

IHE Partner in Place: PSJA ISD has a long-standing relationship with South Texas College (STC) in providing distance learning and dual enrollment courses. To that note, PSJA Early High School has an existing Memorandum of Understanding with South Texas College (STC) as the Institution of Higher Education (IHE) that provides college-level courses for its Early College High School students.

Title/Role of the IHE Primary Point of Contact: The primary point of contact at STC is Ms. Sofia M. Peña whose title is the Director for Early College High School.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Statutory Requirement 1 (continued)

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PSJA Early College High School and South Texas College (STC) have agreed to the following fee waiver plan which is noted in the signed MOU:

College and Course Fee: STC agrees waives all student tuition and fees for those students taking courses. The district will be responsible to pay expenses for STC's faculty needing to travel to the campus or for college course sections where a course is provided solely for ECHS students.

Textbook Fees: STC may be able to apply a discount to qualifying textbooks which will be determined by the college based on the textbook. Regardless of discount applied, no fees will be assessed to the students. The high school will budget for the purchase of textbooks and will create a college textbook library for students to check out books on a per-semester basis. Moreover, Ballev High School will provide bus transportation from its campus to STC; therefore, students will not be assessed any parking fees.

Assessment Fees: If awarded, PSJA Early College High School will utilize grant funds to cover up to two (2) re-testing fees. It will be the student's responsibility to pay for any retest fees that exceed the two (2), if needed. The Texas Success Initiative (TSI) assessment is required for all students with an educational plan to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Employment growth reflects the need for welders in manufacturing because of the importance and versatility of welding as a manufacturing process. The basic skills of welding are similar across industries, so welders can easily shift from one industry to another, depending on where they are needed most. For example, welders who are laid off in the automotive manufacturing industry may be able to find work in the oil and gas industry. The nation's aging infrastructure will require the expertise of welders, cutters, solderers, and brazers to help rebuild bridges, highways, and buildings. The construction of new power generation facilities and, specifically, pipelines transporting natural gas and oil will also result in new jobs.

Welding plays a key role in the manufacturing challenge and contributes to: – Heavy Manufacturing, Light Manufacturing, Construction, Transportation, Electronic/Medical, Maintenance & Repair, and Energy. The welding industry challenge is described as Welding as a \$34 billion industry. There are more than 500,000 welders working in the US. And the average age of welders in today's workforce is 54 years old. It is estimated that there will be a shortage of more than 200,000 welders by 2010. • This year, 50,000 welders will leave the industry while only 25,000 students begin their welding education. Advancing manufacturing technology creates more uses for welding and is expanding opportunities. There is a need that specifically emphasis on certification to ensure quality. The welding of new materials require a more educated and innovative welder workforce and welding automation requires skilled machine operators. Moreover, foreign competition requires US companies to be more competitive and skilled in welding operation and skilled welders needed to maintain/repair aging infrastructure.

Welders are required everywhere, including: Military, Aircraft and Aerospace Industry, Building Construction, Automotive Industry, Bridge/Highway Construction, Shipbuilding Industry, Universities and Schools, Safety Products, Boiler Industry, Medical Industry, Mining Industry, Robotics and Computer Engineering, Farming Equipment Manufacturers, Job Shops, Specialty Gases, Consumer Electronics.

Our Industry partnership will consist of Architects, Engineering and Survey Firms, Automotive Dealers and Precision Sheet Metal Fabrication partners who will support in the preparation of students in the WIA program. It is expected that WIA students will learn four processes (Shielded Metal Arc Welding, Gas Metal Arc Welding, Gas Tungsten Arc Welding, Flux Cored Arc Welding). Students will perform fillet and V-groove welds in the Flat, Horizontal, Vertical and Overhead positions. Students will gain knowledge in Lay-out and Fabrication as well as blueprint reading, safety and metallurgy. Graduate candidates will be eligible to take a welding performance qualification test in accordance with American Welding Society (AWS) standards, as used in industry. The "Structural Welding Certificate" will lead to a potential Certified Welding Inspector (CWI) and/or a Certified Welding Educator (CWE).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- a. Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- b. Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- c. Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- d. Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- e. Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The WIA Partnership has secured an agreement with Humanetics located in McAllen, Texas, who specializes in Engineering, Precision Sheet Metal Fabrication, Precision Machining, Rapid Prototyping, Electromechanical Integration, and Equipment. They have committed to match in-kind donation of 20% of services and provide internships for WIA students, and serve as an active member of the Innovative Academy ECHS Leadership Team. The Career Academy Coach will interact continuously with ECHS staff.

The CTE Director will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.

Both, the CTE Director and the CAC will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The WIA program will ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. The plan is to have all ECHS WIA 36 students have internship experiences with WIA's Industry Cluster **Advanced Technologies and Manufacturing** partners: GIGNAC Architects, HUMANETICS, ERO Architects, R. Gutierrez Engineering Corporation, and TOYOTA. Our partners have committed (see letters of commitment) to the following: participate in career fairs, key note speakers, industry tour field trips, workshop presentations, mentoring internships, job shadowing opportunities, access to high technology tools and equipment. They have also committed to assist writing and reviewing curriculum and provide vocational training.

The internship design has been discussed with all Industry Partners who have estimated the value of a student internship program. They estimated the time spent by a WIA student will be equivalent to 34 weeks at estimated value of \$15/hour in-kind contribution, \$10,500 average in one year per partner (see letters of commitment attached). CAC in collaboration with each partner will develop a detail internship plan for each student outlining their duties, responsibilities, and timeline for successful completion of the internship. Progress reports will be collected as part of the evaluation process to ensure progress through ECHS WIA program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following academic, social, college readiness and college access services will be in place by Fall 2017, to support student success in college-level coursework. PSJA Early College High School will hire a full-time Career Academy Coach (CAC) counselor to be assigned to serve only the students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. The CAC will provide services in partnership with the South Texas College (STC) ECHS Liaison. The services to be provided to the students will include the following:

The CAC will serve as a career advisor for WIA students by providing support services to students in individual graduation plans, dual credit coursework degree plans, and post secondary entrance exam. A full detailed proposed job description is included as an attachment.

Academic: The PSJA Early College High School will provide a personalized learning environment by creating a seamless curriculum between the high school and South Texas College (STC). The campus will provide a work-based experience for its students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. In order to ensure that students feel comfortable and are successful in their classroom and coursework, the high school will implement strategies that will help develop a personalized learning environment. For example, if a student is not performing at the required level in two or more college courses, the Principal and College Readiness Specialist (Counselor) will personally meet with the student to identify the reason for the student's low performance. This will occur after each 3-week progress reporting period and after each 6-week report card distribution.

Once the issue has been identified, the CAC will ensure the required measures are taken. Measures will include, but are not limited to the following actions: Teachers will meet as a team to discuss the student's specific grade-level needs and will implement a plan of intervention; Parents will be contacted for any student failing or borderline of failing; STC will provide tutorial programs to students in all subject areas and at various times through the Centers for Learning Excellence (CLE). The Centers for Learning Excellence provides academic tutoring in most college subjects offered at STC. The CLE also provides computers for student use, Internet access, and academic printing. All services in the Centers for Learning Excellence are free of charge. The learning environment will be one of the district's top priorities for the ECHS to ensure that students are feeling comfortable and become successful in their classrooms and coursework.

Social: The social and emotional support of the students will be crucial to maintain in order to improve attendance and ensure academic success. The campus will ensure it provides continuous social and emotional support to the students by hiring a College Readiness Specialist, along with developing a Personalized Learning Community (PLC). This will be developed by offering individualized career and course planning with all students, setting up Individual Graduation Plans, assisting in personal or family matters, and providing social and emotional advisement. Moreover, group sessions will be provided when necessary to handle social and emotional issues with fellow students. Additionally, student/parent/teacher conferences will be set up to ensure academic and emotional encouragement is provided not just to the student, but to the parents as well.

College Readiness: The ECHS campus will provide students with a variety of college readiness services including, but not limited to: Academic planning for college; college exploration and selection; college admission; assistance with financial aid applications; SAT/ACT and TSI preparation; and transitional services from high school to college enrollment. These services will be provided by both Ballew High School and STC to encourage early college planning and provide guidance through the college admission and financial aid processes.

College Access: The ECHS students will be issued a college Student Identification Card, which will allow them access to the college's academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. PSJA ECHS is located 10 miles of the college campus, which will allow students to have regular use (a minimum of six times per school year) of college academic facilities due to the close proximity of the campus to the college.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The PSJA ECHS Welding Academy will prepare students for entry level positions. Students will learn four processes (Shielded Metal Arc Welding, Gas Metal Arc Welding, Gas Tungsten Arc Welding, Flux Cored Arc Welding). Students will perform fillet and V-groove welds in the Flat, Horizontal, Vertical and Overhead positions. Students will gain knowledge in Lay-out and Fabrication as well as blueprint reading, safety and metallurgy. Graduate candidates will be eligible to take a welding performance qualification test in accordance with American Welding Society (AWS) standards, as used in industry. The "Structural Welding Certificate" will lead to a potential Certified Welding Inspector (CWI) and/or a Certified Welding Educator (CWE). Below is an example of the sequence of courses that WIA Fast-Track model entails:

Structural Welding Certificate			GRADE	HS Credit	STC Credit
STC College Course		SUMMER			
MCHN	1343	Machine Shop Mathematics or TECM 1303	10 TH - 11 TH	1.0	3
WLDG	1313	Intro. to Blueprint Reading for Welders or DFTG 1325	10 TH - 11 TH	1.0	3
WLDG	1428	Introduction to Shielded Metal Arc Welding (SMAW)		1.0	4
FALL					
WLDG	1430	Introduction to Gas Metal Arc Welding (GMAW)	10 TH - 11 TH	1.0	4
WLDG	1457	Intermed. Shielded Metal Arc Welding (SMAW)	10 TH - 11 TH	1.0	4
SPRING					
WLDG	1312	Introduction to Flux Cored Arc Welding (FCAW)	10 TH - 11 TH	1.0	3
WLDG	1417	Introduction to Layout and Fabrication	10 TH - 11 TH	1.0	4
WLDG	1434	Introduction to Gas Tungsten Arc Welding (GTAW)	10 TH - 11 TH	1.0	4

Combination Welding Certificate			GRADE	HS Credit	STC Credit
STC College Course		SUMMER			
MCHN	1343	Machine Shop Mathematics or TECM 1303	10 TH - 11 TH	1.0	3
WLDG	1313	Intro. to Blueprint Reading for Welders or DFTG 1325	10 TH - 11 TH	1.0	3
WLDG	1428	Introduction to Shielded Metal Arc Welding (SMAW)		1.0	4
FALL					
WLDG	1430	Introduction to Gas Metal Arc Welding (GMAW)	10 TH - 11 TH	1.0	4
WLDG	1457	Intermed. Shielded Metal Arc Welding (SMAW)	10 TH - 11 TH	1.0	4
SPRING					
WLDG	1312	Introduction to Flux Cored Arc Welding (FCAW)	10 TH - 11 TH	1.0	3
WLDG	1417	Introduction to Layout and Fabrication	10 TH - 11 TH	1.0	4
WLDG	1434	Introduction to Gas Tungsten Arc Welding (GTAW)	10 TH - 11 TH	1.0	4
SECOND YEAR – FALL SEMESTER					
WLDG	2451	Advanced Gas Tungsten Arc Welding (GTAW)	12 TH	1.0	4
WLDG	2451	Intermediate Pipe Welding	12 TH	1.0	4
WLDG	2451	CAPSTONE: Intermed. Welding using Multiple Processes	12 TH	1.0	4

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Below is an example of a postsecondary course work that the WIA will follow for the Structural Welding Program:

Certificate Plan Crosswalk

High School					South Texas College			
Graduation Requirements (? Program)					Welding Certificate			
English	I ___ 1/2 ___ 1/2	II ___ 1/2 ___ 1/2	III ___ 1/2 ___ 1/2	IV ___ 1/2 ___ 1/2	MCHN 1343	Machin Shop Mathematics	Welding DC (H27411)	
Math	Algebra I ___ 1/2 ___ 1/2	Geometry ___ 1/2 ___ 1/2	Algebra II ___ 1/2 ___ 1/2	4 th Math ___ 1/2 ___ 1/2	WLDG 1313	Introduction to Blueprint Reading for Welders		
Science	Biology ___ 1/2 ___ 1/2	Chemistry ___ 1/2 ___ 1/2	Physics ___ 1/2 ___ 1/2	4 th Science ___ 1/2 ___ 1/2	WLDG 1428	Introduction to Shielded Metal Arc Welding (SMAW)		
Social Studies	World Geography ___ 1/2 ___ 1/2	World History ___ 1/2 ___ 1/2	United States History ___ 1/2 ___ 1/2		WLDG 1430	Introduction to Gas Metal Arc Welding (GMAW)	Advanced Welding DC (H27422)	
Gov't. /Econ.	Gov't. ___ 1/2	Economics ___ 1/2			WLDG 1457	Intermediate Shielded Metal Arc Welding (SMAW)		
Foreign Language (2) R (3) DAP	Spanish I ___ 1/2 ___ 1/2	Spanish II ___ 1/2 ___ 1/2	Spanish III ___ 1/2 ___ 1/2		WLDG 1312	Introduction to Flux Cored Arc Welding (FCAW)	Precision Metal Manufacturing (H27322)	
Misc.	Speech ___ 1/2	PE ___ 1/2 ___ 1/2	Fine Arts ___ 1/2 ___ 1/2		WLDG 1417	Introduction to Layout and Fabrication	Advanced Precision Metal	
					WLDG 1434	Introduction to Gas Tungsten Arc Welding	Manufacturing (H27332)	
Electives					HB5 Endorsement Requirements			
	___ 1/2 ___ 1/2	___ 1/2 ___ 1/2	___ 1/2 ___ 1/2	___ 1/2 ___ 1/2	Elect Sem Grade	Elect Sem Grade	Elec Sem Grade	Adv. Elect. Sem _____ Grade

The 9th grade Freshman Orientation, which is a requirement for all 9th grade students to attend, is a testament to best practices of engagement with our CTE department, STC and ECHS. During this event, students and parents go through workshops designed to help students apply for college through the Apply Texas website, to learn about career pathways, STC degree plan and college success. PSJA ISD works closely with STC to share information that is directly connected to student success, which includes degree plan, credit hours earned, cumulative and current grade point averages, Texas Success Initiative assessment data, financial aid status and other pertinent information that is vital to student success. STC works collaboratively with PSJA ISD to conduct degree crosswalks to ensure that students are on track to earning their associates degree or being core complete.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The PSJA ECHS WIA will develop and maintain an **ECHS Career Preparation Academy Leadership Team** that will meet regularly to address issues of curriculum, school design, and sustainability. The leadership team will consist of the following individuals and or partners:

ment structure is intended to ensure that all aspects of the project will be implemented smoothly and effectively to accomplish the project objectives within the budget and includes well-defined roles, timelines, and milestones. The Management Team is composed of:

Daniel P. King, Ph.D., **Superintendent of Schools** holds a doctorate degree in Educational Leadership and has 38 years of education experience. Dr. King has transformed the Pharr-San Juan-Alamo I.S.D. from a low-performing district with low graduation rates, high drop-out rates, and low college going rates into a district where All Students: College Ready. College Connected. College Complete.™ As the Superintendent of PSJA I.S.D., Dr. King will support and work with the DLCC Project Director to ensure success for all students participating in the project.

Narciso Garcia, Ph.D, **Deputy Superintendent** holds a doctorate degree in Educational Leadership with a Masters in Administration and Educational Leadership serving over 21 years in the education sector. Dr. Garcia is a key personnel in the management team whereas he will be identified as the grant point of contact. Additionally as a member of the management team, Dr. Garcia will monitor all project activities, goals and objectives and expenditures ensuring project success and grant compliance and provide guidance and support as necessary.

Griselda Quintanilla, **Director for the Career & Technical Education** (CTE) Master's Degree in Educational Administration and has 25 years of education experience and 10 years as CTE Director. The CTE Director will provide the WIA CAC with assistance in ensuring the WIA program is implemented and goals, objectives, and milestones are met as per grant guidelines.

The **Career Academic Coach** will be a FTE employee that will be hired from a pool of highly qualified professionals with a bachelor's degree in education and vocational career training experience to ensure success of the WIA program implementation.

An **External Evaluator** will be contracted with vast experience in working with evaluations and will collect qualitative and quantitative data to conduct a systemic evaluation of all project components. The consultant will be responsible on evaluating grant objectives to ensure compliance and fidelity of the WIA program.

The dual credit partner will be South Texas College, Dr. Shirley Reed, College President, and STC Early College High School Director, Ms. Sofia M. Peña who will collaborate with PSJA ECHS CAC.

The Industry Cluster of Partners liason will be elected at the first Leadership Team meeting.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PSJA-ISD mission is to provide comprehensive, quality instructional programs that help connect every student to college and/or the career of their choice. The district's Board of Trustees have worked together the last eight years to prioritize resources to support our students with applied learning opportunities to better themselves and earn postsecondary course credit prior to high school graduation

Pharr-San Juan-Alamo Independent School District (PSJA ISD) has rapidly become a state and national leader in creating more academic opportunities for all students and is focused on graduating all students College Ready, College Connected and College Complete. It includes a model for dropout prevention strategies and has a very successful Early College program, with eight high schools designated as Early College and approximately 3,000 High School students enrolled in college courses this fall through dual and concurrent enrollment program.

The sustainability plan consists of integrating the experiences of the WIA program into the school district Career and Technical Education (CTE) department functions. The Industry Cluster and the Career Academy Coach will be an integral part of the aforementioned department. The Superintendent has taken this decision since PSJA's Career and Technical Education (CTE) has a strong record of developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas. Currently CTE's has a **Business and Community Engagement Coordinator** that has secured –through several Industry Partners- student internships, practicums, school-based enterprises, and apprenticeships, that have provided the advantage and experience for our students to advance into a career programs that lead them to high-demand occupations.

The funding provided by the grant will enhance and robust the current CTE's focus and will provide the basis to **sustain and enhance the partnership** developed through the WIA program and expand it to other industry cluster academies. Our Industry partners have all signed **letters of commitment** and our school district leaders have **pledged towards the sustainability** of the WIA program beyond the grant funding period.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 108-909		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-909

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-909

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-909

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-909

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-909

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #20—Outside Sources of Income and Pre-Existing Content

County-district number or vendor ID: 108-909

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☐ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☐ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:



**SOUTH TEXAS
COLLEGE**

**Memorandum of Understanding
South Texas College Dual Credit Program**

SOUTH TEXAS COLLEGE (herein called the "College") and Pharr-San Juan-Alamo ISD (herein called the "School District") enter into the following Memorandum of Understanding (MOU) and for the terms of which WITNESS THE FOLLOWING (TAC Title:19 Chapter 4, Subchapter D, Rule 4.84 Section (a)):

TERM

This MOU shall be in effect from August 29, 2016 to August 27, 2017.

OVERVIEW

The College is committed to serving the students and communities of South Texas through collaborative work with school districts in the College's service area. A major initiative promoting a college-going and college graduation culture is the **South Texas College Dual Credit Program**, which includes the provision of the Dual Credit state program to qualified students; therefore,

1) MOU PURPOSE

The purpose of this (MOU) is to outline the roles and responsibilities of the College and the School Districts that participate in the Dual Credit Program. This MOU is the agreement that encompasses all dual credit programs, including Early College High Schools (ECHS) and the Academies Program as required by the Texas Higher Education Coordinating Board (THECB). A separate MOU is required by the Texas Education Agency for each Early College High School.

2) RECOGNITION OF HIGER EDUCATION PARTNER

The School District, when reporting and publicizing high school students' completion of dual credit **courses, degrees or certificates**, will recognize South Texas College as their Higher Education partner. In addition, the School District must adhere to all format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College's ***Branding, Marketing, and Advertising Guidelines for South Texas College Dual Credit Programs*** at www.southtexascollege.edu/go/dual-credit-marketing.

3) ACADEMIC POLICIES & PROCEDURES

Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses.

a) **Eligible Courses**

Courses offered by the College for dual credit are developed based on the guidelines published in the Academic Course Guide Manual. The workforce courses are developed based on the guidelines published in the Workforce Education Course Manual. The College does not offer remedial and developmental courses for dual credit.

b) **Faculty Qualification, Selection, Supervision, and Evaluation**

The College has established an approval process for selecting and/or approving qualified faculty to teach dual credit course(s). Each approved Dual Credit Faculty (DCF) will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures, in accordance to the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For a comprehensive view of the Faculty Selection, Supervision, and Evaluation process, refer to the *Dual Credit Programs Instructional and Quality Standards Manual* - Academic Affairs Division.

- i. The School District will collaborate with the College to ensure that the School District instructor applying to teach in the Dual Credit Program meets the credential requirements as stated in the College's **Board Policy #4151, Academic and Professional Credentials for Faculty**, which includes the criteria used by the College to determine teaching eligibility.
- ii. The College will ensure that College Faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks. School District Faculty have to be cleared by the College's Office of Human Resources to teach any dual credit courses.
- iii. Dual Credit Faculty (DCF) will submit all required reporting documents such as: roster verification, learning outcome results, and submission of grades, by the deadline set by the College.
- iv. College and School District faculty teaching dual credit courses will verify the First Week Class Roster to validate all students who are enrolled in the dual credit class and refer students not on the roster to the appropriate School District Counselor. Any student not listed on the Official 12th Day Verification Census Date Roster will not be enrolled in the dual credit course.
- v. The School District will allow release time from the School District duties for Dual Credit Faculty to attend the two Dual Credit professional development days organized by the College and required departmental meetings.

- vi. College and School District faculty teaching college-level courses are expected to reach out to students who need academic assistance and direct them to the appropriate College or School District support services.
- vii. The School District will forward any concerns regarding Dual Credit Faculty (DCF) or College Faculty teaching the college-level course to the College Department Chair for investigation. To resolve the concerns, a meeting shall take place between the College Department Chair (and/or designee) and the School District Principal (and/or other designated high school administrator) to discuss the issues to and reach a decision that is mutually agreeable.

c) Facilities, Teaching Environment, College Courses

i. Facilities

The School District will work with the College to ensure that the School District's facilities meet the expectations and criteria required for college classes, and are appropriate for college-level instruction which include the following:

- School District will ensure that College faculty and dual credit students have appropriate access to all available instructional resources and essential technology;
- School District shall permit access to the College's electronic learning resources when the course is taught at the School District; and
- School District offering science courses shall meet the laboratory safety standards and have material/equipment that comply with College science program requirements.

ii. Teaching Environment

The School District will ensure that the classroom environment is conducive to college-level learning by:

- Designating a classroom for the college dual credit classes;
- Displaying the signs provided by College outside of the classroom that indicates "College Course is in Session"; and
- Assuring no interruptions take place in the college dual credit class while in session, such as removing students for high school activities.

iii. College Courses

- Dual Credit courses must use the College's approved Learning Management System.

d) Course Curriculum, Instruction, and Grading

School Districts which participate in the Dual Credit Program at South Texas College will comply with procedures and guidelines as published in the *Dual Credit Programs Instructional and Quality Standards Manual*, including the following:

- i. Academic Instructional Calendar
Dual Credit classes will follow the College Academic Calendar. Exceptions may be arranged through collaboration between the College and the School District.
- ii. Monitoring Instruction
School Districts will work with the College so that College personnel will have the opportunity to monitor the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the School District.
- iii. Books and Supplemental Materials
The School District will provide all textbooks, equipment, and supplemental materials required for the cohort (S sections) classes. College-approved textbooks purchased by the School District will be used for a minimum of three (3) years from the date of purchase. Chairs may request a change of textbooks earlier than three (3) years, if the textbooks are for Technology-based courses. Textbooks and materials shall be available to students on the first class day. Exceptions must be discussed with the High School Programs and Services Administrator and the Department Chair.
- iv. Grading Procedures
All Dual Credit Faculty will follow the College Grading System as stated in the College's Board Policy #3310, Grading System: Credit Programs, as well as the grading criteria in the department approved syllabus.
- v. Grade Appeal
The School District shall direct students who would like to appeal their College Course grade to follow the College's Grade Appeal process. An electronic copy of these documents may be accessed on the Academic Affairs Department webpage at the following link: http://academicaffairs.southtexascollege.edu/grade_appeals/

4) STUDENT ENROLLMENT & SERVICES

a) Student Eligibility

The College requires School District partners to follow all College enrollment procedures and guidelines for dual credit students. All procedures and guidelines are outlined in the College ***Dual Credit Enrollment Support Services Manual***. An electronic copy of this document may be accessed on the Dual2Degree Department webpage at the following link: <http://studentservices.southtexascollege.edu/outreach/>.

All students must meet dual credit admissions and eligibility requirements as outlined by the Texas Higher Education Coordinating Board laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85, and as stated in the College's ***Board Policy #3200, Student Admissions***. School District partners will work with the College to ensure all dual credit applicants are enrolled in a timely manner to ensure student success and will comply with the College Admission and Registration

Timeline. An electronic copy of this document may be accessed on the Dual2Degree Department webpage at the following link:
<http://studentservices.southtexascollege.edu/outreach/>

High school students are eligible to participate in the Dual Credit Program upon meeting the Texas Success Initiative (TSI) Assessment minimum passing scores established by the Texas Higher Education Coordinating Board and the South Texas College Dual Credit Course Pre-Requisites, as published in the College *Dual Credit Enrollment Support Services Manual* for College and School District personnel.

Dual Credit students may not enroll in college-level courses until the Spring semester of their 9th grade, and then limited to no more than two (2) courses for that semester from an approved list of recommended courses. All 10th grade students will be limited to only two (2) dual credit courses per semester, and 11th and 12th grade students shall not exceed 16 credit hours per semester; as stated in the College's *Board Policy #3232, Dual Credit Student Eligibility Requirement*.

b) *Composition of Class*

The School District may not enroll both Dual Credit and Non-Dual Credit students in the same section unless one or more of the applicable exceptions for a mixed class comply with the conditions outlined in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85 listed as below:

Mixed Class Exceptions

- 1) If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
- 2) If the high school credit-only students are College Board Advanced Placement students.
- 3) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credits.

If the School District enrolls Non-Dual Credit high school students in a Dual Credit course, the School District must submit a Course Exception Report Memorandum to the College by Census Day. The report will include the name of the students, students ID numbers (A#), the applicable exception and justification. The School District will send a notification to students that they have been enrolled in the class for high school credit only and will not receive college credit.

c) *Advising*

The College and the School District shall offer comprehensive college advising services for dual credit students consisting of a General Advising Module, group enrollment advising using Degree Works, face-to-face advising and a College Advising Training Program for High School District Counselors. New dual credit students are required to complete a General Advising Module for eligibility into the Dual Credit Program

effective Spring 2017. The Module must be completed prior to registration. The responsibilities of the College and School District are delineated below.

College Dual Credit staff will provide the following services:

- Disseminate General Advising Module information and instructions for completion to School District Counselors;
- Provide an orientation and group enrollment advising session using Degree Works for new dual credit students;
- Meet with students for face-to-face advising; and
- Serve as the designated college support services staff for advising dual credit students.

School District Counselors will provide the following services:

- Verify that students have completed the General Advising Module prior to registration;
- Provide a computer lab and schedule the group enrollment advising sessions using Degree Works for all new dual credit students;
- Schedule students cleared for enrollment into appropriate coursework in compliance with the College Dual Credit Course Pre-Requisites;
- Complete the *South Texas College Advising Certification Training*; and
- Meet with students for face-to-face advising.

Detailed information is published in the College *Dual Credit Enrollment Support Services Manual*.

d) *Counseling & Student Accommodations*

The College and the School District will adhere to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

The School Districts will provide classroom accommodations for dual credit students. If the class is taught by a College Faculty at the high school, the College Counselor will coordinate class accommodations with the high school Special Education Counselor. All procedures and guidelines are outlined in the College *Dual Credit Enrollment Support Services Manual*. An electronic copy of this document may be accessed on the Dual2Degree Department webpage at the following link:
<http://studentservices.southtexascollege.edu/outreach/>.

e) *Student Complaints*

Student Grievances or Complaints procedures for handling student complaints, regarding the college course, are applicable to all students including those enrolled in dual credit courses. Dual credit students with complaints shall follow the procedures as stated in the College's *Board Policy #3313, Student Grievances & Complaints* as published in the College Student Handbook.

f) **Transcription of Credit**

The College and the School District will transcript dual credit courses for both college credit and high school credit immediately upon student completion of the performance required in each course.

5) FINANCE SUPPORT SERVICES

a) **Faculty Stipend**

School District instructors approved by the College to be Dual Credit Faculty (DCF) and approved to teach college level courses will be paid a stipend by the College per class, per semester, as outlined in the College ***Dual Credit Programs Instructional and Quality Standards Manual***.

b) **Tuition & Fees**

Definition:

- **Sponsored School Districts** have entered into a partnership with South Texas College through a Memorandum of Understanding for students enrolled in Dual Credit courses.
- **Independent Student** is a high school student, excluding Early College High Schools and Academies Program, who independently enrolls in college credit courses (non S section) at any South Texas College campus or facility.

Dual Credit Student tuition and fees will be charged as approved by the College Board of Trustees to the School District or to the student. A School District sponsoring students under a Memorandum of Understanding and Dual Credit students, excluding Early College High Schools and Academies Program, taking courses independently will be charged tuition and fees as outlined in ***Exhibit A: Board Approved Tuition & Fees for Dual Credit Student Sponsored by Partnering School Districts for FY 2016 – 2017***.

School Districts with faculty approved by the College and offering the courses at their campuses will be exempt from paying tuition and differential tuition and fees, with the exception of any Nursing & Allied Health course-specific fees student liability insurance costs, dual credit late processing fee per course, attempting a course three or more times per credit hour fee, electronic distance learning per credit hour fee and hybrid course per credit hour fee, as applicable.

c) **Invoicing**

The College will invoice the School District that sponsors the student for the applicable charges, in accordance with the ***Board Approved Tuition & Fees for Dual Credit Student Sponsored by Partnering School Districts for FY 2016 – 2017*** as approved by the College Board of Trustees (Exhibit A).

d) **Faculty Charges**

When the College provides the faculty, including via interactive distance learning, the School District is responsible for the mileage and faculty cost as stipulated in the Dual Credit Course Agreement (DCCA). This agreement is outlined in the ***Dual Credit Programs Instructional and Quality Standards Manual***. An electronic copy of this document may be

accessed on the High School Programs and Services Department webpage at the following link: http://academicaffairs.southtexascollege.edu/highschool/pdf/Dual_Enrollment_Manual.pdf

6) DATA SHARING AGREEMENT

The School District and the College shall create a Data Sharing Agreement that is signed and executed by both parties before any data exchange can occur. The Data Sharing Agreement will outline the privacy and security requirements for partner School Districts. The document will also define the process by which the School District may request, receive, and utilize data shared by South Texas College.

7) HUMAN RESOURCES DEPARTMENT & DATA PRIVACY & SHARING AGREEMENT

The School District will collaborate with the College to ensure that all School District faculty applying to teach in the Dual Credit Program meet the credential requirements as stated in the College's ***Board Policy #4151, Academic and Professional Credentials for Faculty*** and submit all required documents for the hiring process to the Human Resources Department as well as agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

- a) Any non-academic complaints or concerns against Dual Credit Faculty teaching a College course are required to be reported to the College's Office of Human Resources to the attention of the Director and/or Employee Relations Officers for investigation.
- b) The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. s1681 et seq.) regulations as stated in the College's ***Board Policy #4216, Discrimination, Harassment, Retaliation, and Sexual Misconduct*** and the School District Title IX policy in resolving complaints. An electronic copy of the College's policy may be accessed on following link:
<http://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf>
 - A list of all Title IX Coordinators is located at the following link:
<http://www.southtexascollege.edu/about/notices/title-ix.html>
- c) The College and the School District will work collaboratively and timely share any and all information necessary in the event of an investigation of a personnel matter.

8) MEMORANDUM OF UNDERSTANDING (MOU)

This MOU may be amended by mutual written agreement of both parties.

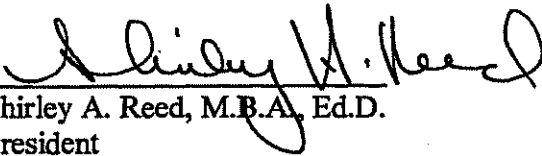
The College and School District reserve the right to terminate this MOU upon receipt of written notice to the other party ninety (90) days prior to the termination of this Agreement.

9) NOTIFICATION OF NON-COMPLIANCE AND TERMINATION of AGREEMENT

A Notice of Non-Compliance (Notice) with any requirements as set out in this Agreement may be initiated by any party to this agreement. The Notice shall be in writing, addressed to the party's designee and shall state in particular the alleged non-compliance. The Notice shall include written statements of any person with knowledge of the alleged non-compliance. If the Notice involves any alleged violation of a statute or regulation, a copy of the Notice shall be provided to the President of the Board of Trustees of the College and the President of the Board of Trustees of the School District.

The Notice shall include specific remedial measures required of the party to comply with the agreement. Continuous failure to address noncompliance addressing the recommended remedial measures shall be documented and transmitted to the offending party, and may result in termination of this agreement.

EXECUTED IN TWO (2) Original counterparts on this 16 day of Sept 20 16.


Shirley A. Reed, M.B.A., Ed.D.
President
South Texas College



Daniel P. King, PhD,
Superintendent of Schools
Pharr-San Juan-Alamo ISD



EXHIBIT A

PROPOSED TUITION AND FEES FOR DUAL CREDIT STUDENTS SPONSORED BY PARTNERING SCHOOL DISTRICTS FOR FY 2016-2017

	Proposed FY 2016-2017
FALL 2016	
Tuition rate for in-district dual credit students sponsored by partnering school districts	0.00
Dual Credit Late Processing Fee per course per student after Census Day	200.00

NOTE:

In-district dual credit students enrolled independent of their school district's participation (excluding students enrolled in an Early College High School or Academy) will be charged \$50.00 per credit hour.

Out-of-district and out-of-state/international dual credit students enrolled independent of their school district's participation (excluding students enrolled in an Early College High School or Academy) will be charged \$78.00 per credit hour.

EFFECTIVE SPRING 2017	
Tuition rate for in-district dual credit students sponsored by partnering school districts	0.00
Associate Degree Nursing	50.00
EMT	35.00
Occupational Therapy Assistant	40.00
Patient Care Assistant	20.00
Pharmacy Tech	40.00
Physical Therapist Assistant	40.00
Radiologic Technology/Sonography	40.00
Respiratory Therapy	40.00
Vocational Nursing	50.00
Electronic Distance Learning/VCT Course Fee per credit hour	15.00
Hybrid Course Fee per credit hour	5.00
NAH and Other Course Fees: <i>Liability Insurance/Exams/Booklets/Badges/ Special Program ID/Certificates/Pinning Ceremony/Other Activities</i>	Recovery of costs and processing fees
Fee per Credit Hour for Dual Credit students attempting a course three or more times	125.00
Dual Credit Late Processing Fee per course per student after Census Day	200.00

NOTE:

In-district dual credit students enrolled independent of their school district's participation (excluding students enrolled in an Early College High School or Academy) will be charged \$50.00 per credit hour and **differential tuition and fees will not be waived.**

Out-of-district and out-of-state/international dual credit students enrolled independent of their school district's participation (excluding students enrolled in an Early College High School or Academy) will be charged \$78.00 per credit hour and **differential tuition and fees will not be waived.**

**2016-2017 Memorandum of Understanding
For an Early College High School
Between South Texas College
And the Pharr-San Juan-Alamo Independent School District-
PSJA Early College High School**

This memorandum of Understanding is hereby entered into by and between South Texas College, a political subdivision, (hereinafter called the "COLLEGE"), acting by and through its President; the PSJA Independent School District a Texas political subdivision (hereinafter called "SCHOOL DISTRICT"), acting by and through its Superintendent.

I. PREAMBLE

WHEREAS the parties to this Memorandum of Understanding desire to establish an Early College High School ("ECHS"), serving grades 9-12, and provide dual enrollment for academic dual credit college courses for high school students. The majority of the student population of the ECHS will be composed of students from low-income families, students from disadvantaged groups, students who may have not received the academic preparation necessary to meet for-credit college entrance standards, students who are English language learners, students whose family obligations keep them at home, and students for whom the cost of college is prohibitive. Potential students for the ECHS will be screened through an application process to determine motivation and commitment to the rigor of a pre-college and college level curricula. PSJA will use a weighted-blind, open access lottery system method for the selection of potential students. This method will allow equal opportunity to all students regardless of background and/or academic performance.

WHEREAS ECHSs are small schools with enrollments between 800-1200 or fewer students (200-300 students per grade cohort) or school wide ECHS campuses which provide students the opportunity to earn both a high school diploma and up to two years of transferable college credits (60) and/or and an associate's degree and

WHEREAS ECHSs prepare this population of high school students for successful career and educational futures through a full integration of high school, college, high demand/high skill career preparation, improved academic performance, and increase high school and college/university completion rates;

WHEREAS both SCHOOL DISTRICT and the COLLEGE are willing and able to participating in the facilitation of this program to benefit the students the program seeks to assist;

NOW, THEREFORE, in consideration of the covenants, and conditions and provisions set forth herein, the parties hereto agree as follows:

II. STATEMENT OF GENERAL DUTIES AND OBLIGATIONS

1. GOVERNANCE:

- a. The ECHS established under this agreement will be governed by state and federal laws and regulations, and SCHOOL DISTRICT, and COLLEGE policies and requirements. The SCHOOL DISTRICT shall apply to the Texas Education Agency for the establishment and continual approval of an ECHS designation.
- b. A Leadership Team comprised of representatives of the COLLEGE and SCHOOL DISTRICT, and co-chaired by the COLLEGE President and SCHOOL DISTRICT Superintendent, shall meet regularly at least once a month, or as mutually agreed to by both parties, to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration.

The Leadership Team shall make reports, at least annually, to their respective boards. The Leadership Team will be created for the purpose of establishing local, state and national partnerships, to leverage opportunities for fund development, innovative projects, and overall sustainability.

- c. The ECHS Director (chief administrative officer of the ECHS) will be appointed by the Superintendent of the SCHOOL DISTRICT as Director. The Director will be an employee of the SCHOOL DISTRICT. The SCHOOL DISTRICT will be responsible for payment of benefits, if any, to the Director, and the Director shall not be entitled to receive employee benefits from the COLLEGE, including, but not limited to, unemployment compensation, workers' compensation health insurance and retirement benefits. The SCHOOL DISTRICT assumes full responsibility for workers' compensation insurance and for payment of all federal, state and local taxes or contributions, including but not limited to, unemployment insurance, Medicare and income taxes with respect to the Director. An adequate number of faculty for high school credit-only courses, counselor(s), clerical staff, and any other high school personnel that may be necessary, will be the responsibility of the SCHOOL DISTRICT.
- d. The SCHOOL DISTRICT will refer to the partnership, as the "*South Texas College Dual2Degree ECHS Program*" as part of the School Districts communication plans, public relations messages, marketing strategies, press releases, annual reports, and information dissemination efforts.
- e. This Agreement does not create a partnership or a joint venture between the parties hereto, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party will have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, against or in the name of or on behalf of the other party.

2. **PROVISION OF COURSES:** The COLLEGE will award transcript credit for courses agreed for which Dual Credit Course Agreements have been approved and such courses shall be evaluated and approved through the COLLEGE curriculum approval process, and shall be taught at the college level.
3. **COURSES OF STUDY:** The ECHS and the COLLEGE shall provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours towards a baccalaureate degree during grades 9-12. The COLLEGE will give credit for courses taken for dual credit and earned with approved Dual Enrollment Faculty (DEF) or STC Faculty with primary emphasis on the Core Curriculum requirements for all Associate of Arts and Associate of Science degrees. ECHS students will receive an academic degree plan upon the completion of a career and program of study interest inventory. If eligible, an ECHS student may simultaneously complete their Core Curriculum and courses for field of study according to the COLLEGE's suggestion of course sequencing and chosen degree. Such courses shall have been evaluated and approved through the official COLLEGE curriculum approval process and shall be taught at the college level. Enrollment in courses outside of the student's selected degree plan will require approval from the ECHS and the COLLEGE prior to enrollment in the course.
4. **COURSE COMPLIANCE:** The COLLEGE is responsible for involving faculty teaching the discipline in overseeing college course selection and implementation in the high school to ensure that course goals and standards are understood, that course guidelines are followed, and that the same standards of expectation and assessment are applied in all venues where the COLLEGE offers courses. Syllabi, course outlines, and departmental requirements will be completed as determined for courses that are offered for college credit, under the provisions of this agreement. The COLLEGE will designate staff personnel to monitor the quality of instruction in order to assure compliance with the standards established by the State, applicable Accrediting Body (Southern Association of Colleges and Schools, The Texas Education Agency), the COLLEGE, and the SCHOOL DISTRICT. All instructors teaching a dual credit course at an ECHS for the SCHOOL DISTRICT will be evaluated by students every semester via the electronic system used for all STC Faculty. The COLLEGE will use their course evaluation assessment resources to ensure that all instructors are evaluated by students accordingly. The dual classes held at the ECHS SCHOOL should truly be administered, as much as possible, as college classes held at the COLLEGE, which is in keeping with the dual enrollment mission. Therefore, "walk-throughs" by SCHOOL DISTRICT personnel, or other forms of classroom intrusions, or interruptions, pending any emergency, are not part of the College atmosphere, or an overall or partial assessment of the COLLEGE Faculty teaching such classes.
5. **CURRICULUM ALIGNMENT:** The ECHS and COLLEGE shall maintain curriculum alignment through cross-walks for each academic degree plan. The ECHS will provide the COLLEGE with programs of study of interest. The COLLEGE will regularly update the ECHS counselor and Director regarding COLLEGE curricular changes. The ECHS is responsible for ensuring that state course requirements for high school graduation are fulfilled. The COLLEGE is responsible for ensuring that all course requirements for college graduation are fulfilled. The COLLEGE will provide continuous assistance in update and completion of career pathways by

working with ECHS staff in completing degree plans based on majors declared by students. These updates will take place every Fall, Spring and Summer semesters.

6. **ADMINISTRATION OF STATEWIDE INSTRUMENTS AND COLLEGE ASSESSMENTS:** The ECHS shall comply with State Board of Education rules regarding administration of the assessment instruments as required by Sub Chapter B, Chapter 39 and shall adopt a policy that requires a student's performance on an end-of-course assessment instrument for a course listed in this subsection in which the student is enrolled to account for 15 percent of the student's final grade for the course. In Addition, the ECHS must administer the TSI Assessment to all incoming night (9th) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and willing. As a collaboration for student success, the SCHOOL DISTRICT has become a TSI Assessment testing site. Although the SCHOOL DISTRICT has been trained by the COLLEGE on the administration of the TSI Assessment; the COLLEGE will provide continuous training and support regarding testing assessment for students. Additionally, the COLLEGE will assist the ECHS in the administration of the TSI college placement exam on an as-needed basis.
7. **INSTRUCTORS:** All instructors must meet the COLLEGE's academic requirements for all academic dual credit courses. The SCHOOL DISTRICT will provide and will be responsible of the evaluation and assessment of instructors and staff for high school credit-only courses conducted in the ECHS. The COLLEGE will provide an instructor who meets the COLLEGE's academic requirements for the course, provided the class has an enrollment of a minimum of fifteen (15) students and no more than twenty-five (25) students. Exceptions to enrollment minimum and maximum allotments require COLLEGE and department approvals. A SCHOOL DISTRICT administrator or an appointed designee shall participate in the COLLEGE interview committee for SCHOOL DISTRICT teachers that meet the requirements to teach a dual credit course for an ECHS for the SCHOOL DISTRICT as an observer in the committee. This individual will preferably be a PSJA Dean of Instruction, Administrator, or Department Chair, who as part of the committee shall sign a confidentiality form. The COLLEGE will notify the SCHOOL DISTRICT Office of College Readiness so that the designee is appointed to participate on the date and time scheduled for the interview by the STC committee or Chair. ECHS faculty must be meet appropriate credentials as outlined by the Southern Association of Colleges and Schools (SACS).
8. **GRADING PERIODS AND POLICIES:** Semester grades and grading policies are outlined in each instructor's course syllabus. ECHS students will be informed by the instructor of academic progress/grade status prior to the Last Day to Drop/Withdraw at the COLLEGE. ECHS Directors will be informed by the instructor of the student's academic progress/grade status by providing a mid-semester progress report. It is the responsibility of the ECHS administration to request these grades when applicable. The mid-semester progress will include the current academic grade that each student has in the course(s) taught by the instructor. ECHS Students struggling to maintain a passing grade will be advised by the instructor or the high school counselor to withdraw from the college course in order to avoid future problems related to admissions, financial aid, and scholarships. Withdrawal from college course does not result in withdrawal from the high school course or ECHS. ECHS personnel are responsible for advising ECHS students concerning academic progress in the high school component of the course. The COLLEGE is responsible for

advising ECHS students concerning academic progress in the COLLEGE component of the course and chosen degree through the degree audits conducted by the ECHS Coordinators at STC. This may also be done through STC's JagNet site for each student. ECHS School District staff will be trained on this system as requested.

All final letter grade reports for all students will be produced and disseminated no later than 72 hours (3 business days) following the end of the academic term according to the published schedule. Grades are due in the Office of Admissions by the published date and time. Term and cumulative GPA's will be reflected on grade reports. All transcript corrections due to major changes or repeat courses are updated prior to the next grade reporting period. The College's Registrar will provide appropriate security and confidentiality measures for the reporting and posting of grades and the maintenance of transcripts.

The ECHS shall follow SCHOOL DISTRICT policy as to the weighing system for the college grade for the ECHS student's final high school grade point average (GPA).

ECHS students are expected to meet academic standards for coursework completed at the COLLEGE. All grade points earned by a student will be included in the computation of the current semester grade point average. All grade points earned by a student will be included in the computation of the cumulative grade point average. In the case of a repeated course, the last grade recorded will be used in the computation. Good Standing, Early Academic Alert, Mandatory Intervention, and Academic Suspension are determined each regular (Fall or Spring) semester on the basis of the student's current semester grade point average and academic standing requirements are listed in the College's Academic Catalog. Early Academic Alert, Mandatory Intervention, and Academic suspension at the COLLEGE may last for one regular fall or spring semester. Students placed on Early Academic Alert, Mandatory Intervention, and Academic suspension may enroll for summer sessions for the purpose of raising their cumulative GPA to the level required for good standing. Continued enrollment in the ECHS and COLLEGE will be evaluated according to the process developed by the ECHS and COLLEGE.

ECHS students registering for a course, for which they have earned a grade of D, F, or W at the COLLEGE, and their GPA falls below a 2.0 (overall and current semester), will be required to participate in mandatory advising/counseling and comply with the stated provisions included in the Student Success Agreement: Academic Improvement Plan or Probation Contract. Students not participating in mandatory advising requirement will have an administrative hold placed on their record. The hold, which will prevent registration, will be removed upon completion of the mandatory advisement session and completion of a Student Success Agreement: The Academic Improvement Plan or Probation Contract will be completed by the Counselors at their respective PSJA ECHS. South Texas College counselors will provide the necessary training for the school district as needed. Students on probation may complete the requirement through an on-line Academic Improvement Plan and will be approved and maintained by a high school transitional counselor. PSJA ECHS students on Academic Suspension will need to meet with a STC counselor.

Students registering more than two times for a course for which they previously have earned a grade of D, F, or W at the COLLEGE will be limited to enrolling in no more than 13 credit hours during the fall and spring terms and seven credit hours during each of the summer

terms. Exceptions to the credit hour limit will require the approval of the Division Dean over the repeated course.

The following grading system is used at South Texas College:

Grade	Interpretation	Grade Points Per Sem. Hour
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Minimum Passing	1.0
F	Failing	0.0
I	Incomplete	Not Computed
W	Withdrew	Not Computed

9. **PROFESSIONAL DEVELOPMENT FOR ECHS FACULTY:** The ECHS and the COLLEGE shall provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development. The ECHS will provide common planning time for ECHS instructional faculty and other appropriate staff, including school leaders and, when possible, higher-education faculty. Teacher mentoring and professional development will be made available where necessary. When possible, the COLLEGE shall participate and create professional development opportunities for ECHS faculty, including adjunct and dual enrollment faculty trainings each semester. All faculty teaching for the first time at an ECHS for the SCHOOL DISTRICT, whether the faculty is from the COLLEGE or from the SCHOOL DISTRICT, when possible, will participate in a one-time, paid SCHOOL DISTRICT professional development session. The professional development will be conducted at a SCHOOL DISTRICT facility at the beginning of every Fall, and Spring semester. The professional development will take place on a weekend and all instructors will be notified in advance. The SCHOOL DISTRICT will pay each faculty member a rate of \$25 an hour for their participation.
10. **FACILITIES, SERVICES, AND RESOURCES:** Courses will be conducted at the facility provided by the SCHOOL DISTRICT and/or one of the COLLEGE's campus within the COLLEGE's service district upon an agreed upon location. Access to the COLLEGE will be made available following the COLLEGE's Academic Calendar, including the summer. The Leadership Team will meet every semester to discuss timelines and planning to determine dates to use of the COLLEGE facilities. High school students, instructors, and appropriate staff will receive a COLLEGE campus identification card, and will have access to instructional and certain agreed upon non-instructional resources and services available on the campus of the COLLEGE. ECHS students are COLLEGE students; therefore, the COLLEGE's resources and services will be made available to the ECHS student to support academic success. The SCHOOL DISTRICT and COLLEGE will evaluate the facilities on an on-going basis and determine the necessity of adjusting facility available in future semesters and years.
11. **TUITION AND FEES:** The COLLEGE waives all student tuition and fees for college courses. The SCHOOL DISTRICT will assume responsibility for the timely payment of the costs incurred to recover COLLEGE expenses for faculty traveling to the ECHS campus or for college course sections whereby a course is provided solely for ECHS students. The SCHOOL DISTRICT will

pay the COLLEGE the appropriate costs for such courses according to the COLLEGE policy and any additional costs stated forth on the COLLEGE policy. The SCHOOL DISTRICT is encouraged to hire academic Master's credentialed faculty for all high school credit-only courses and future college courses to support sustainability of the ECHS. Changes to the funding formula for either the SCHOOL DISTRICT or the COLLEGE will be reviewed yearly to determine whether adjustments are needed. Any such adjustments will be communicated to the SCHOOL DISTRICT during the spring semester to align with the SCHOOL DISTRICT budget process.

12. **ELIGIBILITY OF ECHS STUDENTS FOR FINANCIAL ASSISTANCE:** ECHS students are eligible for financial assistance for courses taken outside of the course offerings at the ECHS. Tuition and fees are waived when students enroll in classes to advance within their selected degree plans. Courses can be taken during a regular (fall or spring) semester or summer and may include non-traditional course offerings such as distance education courses.
13. **BOOKS AND SUPPLEMENTAL MATERIALS:** The SCHOOL DISTRICT will provide ECHS students with College-approved textbooks and supplemental materials, including, but not limited to, departmental course software. The SCHOOL DISTRICT will also be responsible for purchasing all textbooks, supplemental materials, supplies, and operational equipment required for high school credit-only classes, and will provide them to students enrolled in the ECHS program. Textbooks purchased by the SCHOOL DISTRICT for dual enrollment college courses taught as part of the ECHS academic program will be used for at least four (4) years from the date of purchase, as mutually agreed upon by both institutions. The COLLEGE will provide to the SCHOOL DISTRICT a list of textbooks for all dual credit courses taught to ECHS students. The textbook list will include the name of the textbook, the author, the editor, and the ISBN#. The textbook list will be attached to this MOU and will be used as a reference when acquiring textbooks. Since textbook editions and different selections are made periodically for new courses, new textbook information will be forwarded to PSJA ECHS administrators & College Readiness personnel when new classes are requested. Textbooks must be distributed to all students before or on the first day of class. When the textbook is no longer available for the publishing company or if the textbook is for a technology-based course, the SCHOOL DISTRICT is responsible for purchasing new textbooks for ECHS students.
14. **INSTRUCTIONAL CALENDAR:** For COLLEGE credit courses taken for credit in the high school, the instructional calendar to be used is that of the participating SCHOOL DISTRICT. For COLLEGE courses taken for credit on the COLLEGE campus, the COLLEGE instructional calendar is to be used. The SCHOOL DISTRICT shall provide the COLLEGE with the SCHOOL DISTRICT End of Course examination dates and times at the beginning of the semester. The SCHOOL DISTRICT will disseminate the End of Course schedule to ECHS instructors. Students who are required to take the End of Course Exams are excused from their ECHS dual credit class and shall not be penalized. The instructor agrees to work with those students for any classwork and/or assignments missed.
15. **STUDENT ENROLLMENT:** The COLLEGE will assist with enrollment and any registration processes every semester for all students who are qualified and wish to enroll in academic dual credit courses. In addition, the COLLEGE will provide continuous support during and after registration to ensure that all ECHS students successfully appear on the student rosters. ECHS

students must meet the same requirements and pre-requisites as all COLLEGE students for college classes. ECHS students are required to meet TSI requirements when changes to the exemption scores occur at the State or COLLEGE level to comply with policy.

SUBJECT AREA	TSI	COURSE PLACEMENT
READING		
WRITING		Both Essay and Sentence Skills are required for placement (E=Essay) (MC=Multiple Choice)
MATH		

Enrollment in dual credit courses is contingent upon ECHS students maintaining scholastic progress standards as outlined in the COLLEGE's Academic Catalog. In addition, an ECHS student who is indebted to the COLLEGE will not be allowed to register until all financial obligations due to the COLLEGE are cleared. The ECHS Director's office and counseling center, working with the College's High School Programs and Services Office, will maintain a schedule of courses that will be offered to every cohort class for planning and advising and share information regarding student enrollment.

16. **STUDENT ATTENDANCE POLICIES:** ECHS students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Therefore, absences, dismissal of classes, and early release (except in emergency or inclement weather or when related to state-mandated assessment day), are in violation of the contract between the ECHS, the COLLEGE and the Texas Higher Education Coordinating Board (THECB).
17. **STUDENT CONDUCT:** ECHS students are required to adhere to COLLEGE regulations regarding facilities and equipment usage, COLLEGE and SCHOOL DISTRICT codes of conduct and policies, and are subject to appropriate action taken by the SCHOOL DISTRICT and COLLEGE.
18. **SAFETY:** If any high school student, instructor, or administrator should experience an accident or sudden illness while on the premises of the ECHS or the COLLEGE, the response to such incidents will be based upon the guidelines, and operational procedures of the SCHOOL DISTRICT and COLLEGE regulations as well as other agreements between the SCHOOL DISTRICT and the COLLEGE that have been executed for specific issues. Upon mutual agreement, the COLLEGE may require the SCHOOL DISTRICT to provide SCHOOL DISTRICT staffing or security personnel, when requested by the COLLEGE, for any classes taught by STC instructors at the ECHS.

19. **TRANSPORTATION:** The SCHOOL DISTRICT will provide student transportation for students to and from the ECHS to the COLLEGE as required, as deemed necessary, and as appropriate under State law and SCHOOL DISTRICT rules and procedures.
20. **FOOD SERVICES:** The SCHOOL DISTRICT will provide for all student, faculty and staff meals as required and appropriate under State and Federal law and SCHOOL DISTRICT rules and procedures.
21. **FUNDING AND AVERAGE DAILY ATTENDANCE (ADA):** The ECHS shall generate ADA funds for the SCHOOL DISTRICT from the attendance of students which will be used to provide funding for the operations and expenditures of the high school as authorized by the Texas Education Code.
22. **EVALUATION:** The SCHOOL DISTRICT and the COLLEGE will develop a plan and shall meet at least monthly; or as mutually agreed to by both parties for the evaluation of the ECHS program to be completed each year that will include, but not be limited to, attendance and retention rates, GPA of high school-credit only courses and college courses, satisfactory progress in college courses, and adequate progress toward the college-readiness of the students in the program. Meetings will take place at both the SCHOOL DISTRICT and the COLLEGE
23. **SUMMER BRIDGE PROGRAM:** The SCHOOL DISTRICT will develop an academic-related, social, emotional, and college knowledge support summer bridge program. The academic component of the bridge program will place an emphasis on the TSI Assessment results from incoming ECHS students. The SCHOOL DISTRICT will develop a curriculum designed to target specific content areas. The social emotional and college knowledge support components will place an emphasis on program design, which creates awareness in the support area needed through workshops, guest speakers, fall or spring COLLEGE site visits, and other program design. The academic component of the summer bridge program will take place at the SCHOOL DISTRICT. The program matrix will include dates, times, location, topics covered, and other information pertinent to the summer bridge program. The COLLEGE will schedule a fall or spring Dual2Degree one-day orientation session for all ECHS at the SCHOOL DISTRICT ECHS campus.
24. The COLLEGE faculty and SCHOOL DISTRICT faculty hired by the COLLEGE shall provide an orientation to dual enrollment students on Blackboard, which should include the following:
- Getting help (Blackboard support team)
 - Login procedures
 - Getting started (syllabus, contact information, etc.
 - Accessing the course (class announcement, assignments, posting messages, sending emails, sending attachments)
25. **DISCONTINUATION OF ECHS OPERATION:** If the SCHOOL DISTRICT or COLLEGE elect to discontinue the operation of the ECHS, the provisions for serving the students will include the following:

a. When only 9th and 10th grade cohorts are enrolled, the ECHS will discontinue operation at the end of the school year in which the partners decide to close the ECHS. Students in the 9th and 10th grade will be received by the comprehensive high school within the SCHOOL DISTRICT.

b. An ECHS with 11th and 12th grade cohorts will continue operation through that cohort's scheduled graduation from the ECHS.

While in the process of discontinuing operation, the ECHS may not enroll any additional students in the ECHS in grades that have been phased out. In addition, while the ECHS is in the process of discontinuing operation, the ECHS must continue to meet all of the required design elements and provide full support for all students enrolled in the ECHS as mandated by the Texas Education Agency (TEA) and other regulating partners such as the Texas High School Project (THSP).

26. **INDEMNIFICATION:** To the extent authorized by law, in consideration of the performance both parties of this Agreement, each party does hereby agree to indemnify and hold harmless all agents, servants and employees of the other party from and against any and all claims and liabilities from any acts or omissions of the other party, its agents, servants, or employees, in the performance of this Agreement, except that neither party shall indemnify the other for claims or liabilities arising solely from the negligence, act or omission of the other party.
27. **AMENDMENT:** The Parties to this MOU acknowledge that it may be necessary to amend and/or modify this MOU from time to time in order to address additional concerns or issues that arise as the program progresses. However, no amendment, modification or alternation of the terms of this agreement shall be binding unless the same is in writing, dated subsequent to the date hereof and duly executed by an authorized representative of the parties hereto.
28. **TERM, RENEWAL AND TERMINATION OF AGREEMENT:** The MOU will be in effect through May 2018. The MOU will be reviewed on an annual basis and the parties may mutually agree to renew the MOU for successive one (1) year terms. The COLLEGE and SCHOOL DISTRICT reserve and have the right to terminate this MOU upon service of written notice to the other party ninety (90) days prior to the date of determination. In this event, the date of termination will be the day after the end of the semester during which the 90-day period expires.
29. **INSURANCE:** The COLLEGE and SCHOOL DISTRICT, at their own expense, shall provide and maintain, during the term of this agreement, either insurance, with or without retention, or a self-insurance program, which shall provide general liability coverage for liability, property damage, and bodily injury.
30. **CONFIDENTIALITY OF STUDENT RECORDS:** The COLLEGE AND SCHOOL DISTRICT agree to maintain the records of all students in accordance with all applicable federal, state, and local laws. The parent(s) of any authorized student shall have access to his or her child's records. In accordance with the Family Education Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g) and SCHOOL DISTRICT Board Policy series FL, all records relating to students which are generated or maintained by either the COLLEGE OR SCHOOL DISTRICT

shall be considered education records in accordance with applicable laws and policies. The COLLEGE AND SCHOOL DISTRICT shall maintain the confidentiality of these and all education records in accordance with all applicable state, federal and local laws and regulations, including FERPA and SCHOOL DISTRICT Board Policy services FL. The COLLEGE AND SCHOOL DISTRICT shall not release education records to any third party without prior written consent by the student's parent or other person in lawful control of the student or by a student who is 18 years of age or older, except as otherwise permitted by law.

31. **DATA SHARING/ACCESS TO STUDENT INFORMATION:** The COLLEGE and the SCHOOL DISTRICT will work collaboratively to exchange data that directly has an impact on students. Both the COLLEGE and the SCHOOL DISTRICT with the approval of the College IT security personnel, will be able to request and share data from each entity. The COLLEGE shall provide-a access to JagNET, upon the approval of the College's IT security officer, with username and password to every ECHS Director and ECHS Counselor, which will allow viewing access only for retrieval of student data related to COLLEGE application status, transcripts, current registration status, degree plan options, progress meter, TSI status, and other information pertinent to the success of every ECHS student in the SCHOOL DISTRICT.
- 32.
33. **SEVERABILITY:** If any clause or provision of this agreement is determined to be illegal, invalid, or unenforceable under present or future laws effective during the term of this agreement, including any renewals, then in that event it is the intent of the parties hereto that the remainder of this agreement shall not be affected thereby, and it is also the intent of the parties to this agreement that in lieu of each clause or provision of this agreement that is illegal, invalid or unenforceable, there be added as part of this agreement a clause or provision as many be possible and be legal, valid and enforceable.
34. **STUDENT DEREATORY INFORMATION:** Upon enrolling in a dual enrollment course, the student's information will become part of the COLLEGE's student directory information and subject to the Texas Public Information.
35. **NON-DISCRIMINATION:** Any discrimination by the COLLEGE AND THE SCHOOL DISTRICT or their agents or employees on account of race, color, sex, age, religion, disability, or national origin in relation to the performance of any obligations or duties under this Agreement is prohibited.
36. **NOTICES:** Notices to the parties hereto required or appropriate under this agreement shall be deemed sufficient if in writing and mailed, registered or certified mail, postage prepaid, addressed to:

<u>To the ISD</u> Dr. Daniel King Superintendent of Schools 601 E. Kelly Pharr, Texas 78577	<u>To South Texas College</u> Dr. Shirley A. Reed President P.O. Box 9701 McAllen, Texas 78502-9701
--	--

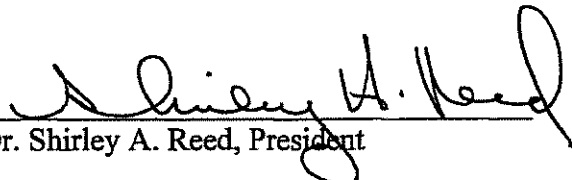
37. TEXAS LAW TO APPLY: This agreement shall be construed under and in accordance with the laws of the State of Texas and all obligations of the parties created hereunder are performable in Hidalgo County, Texas.

38. FORCE MAJEURE: Neither party to this agreement shall be required to perform any term, condition, or covenant in this agreement so long as performance is delayed or prevented by force majeure, which shall mean acts of God, Strikes, lockouts, material or labor restrictions by a governmental authority, civil riots, floods, and any other cause not reasonably within the control of either party to this agreement and which by the exercise of due diligence such party is unable, wholly or in part, to prevent or overcome. If by reason or force majeure, either party is prevented from full performance of its obligations under this agreement, written notice shall be provided to the other party within three days.

39. CAPTIONS: The captions contained in this agreement are for convenience of reference only and in no way limit or enlarge the terms and conditions of this agreement.

40. AUTHORITY: The signers of this agreement hereby represent and warrant that they have authority to execute this agreement on behalf of each of their respective entities.
IN WITNESS THEREOF, the parties have duly approved this Memorandum of Understanding, executed in duplicate originals on this 15 day of December, 2015.

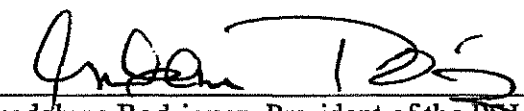
SOUTH TEXAS COLLEGE

By: 
Dr. Shirley A. Reed, President

By: 
Roy De Leon, President of STC Board of Trustees

PSJA INDEPENDENT SCHOOL DISTRICT

By: 
Dr. Daniel P. King, Superintendent of Schools

By: 
Guadalupe Rodriguez, President of the PSJA ISD Board of Trustees

Description:

Career Academy Coach Grades 9-12

Qualifications

The ideal candidate will be task oriented with demonstrated transformational leadership experience in an educational setting, evidence of organizational skills and project management, strong communication skills, and a desire to promote academies. Experience working with business, community agencies, and post-secondary institutions is preferred and high school classroom experience in a small learning community environment is recommended.

Responsibilities

- Serve as a career academy advisor for students in a particular cluster academy by providing support services to students in individual graduation plans, dual credit coursework degree plans, and post-secondary entrance exams
- Assist students in designing a personalized program for success
- Monitor student progress in order to improve student's level of academic success and path to graduation
- Assists students in identifying and overcoming obstacles that may be impeding their academic success
- Serve as the contact person for business, community and post-secondary engagement for academies at a campus level
- Attend semester partnership advisory committee meetings and other meetings for the purpose of networking, enhancing partnerships, and providing experiential learning opportunities for students
- Serve as the liaison between the school and district's Career and Technical Education (CTE) office, working directly with the Business and Community Engagement Coordinator and Partnership Specialist in developing and sustaining academies
- In partnership with district and school leadership teams, implement the current PSJA ISD Collegiate Academies' strategic plan
- Support the completion of action plans and calendars of events
- Coordinate with business partners and Business and Community Engagement Coordinator and Partnership Specialist to maintain accurate community investment data for official business and community partner involvement
- Communicate academy information with district's Communications/Public Information office
- Coordinate academy related experiential learning experiences, including, but not limited to, field trips, job shadows, student internships, teacher externships, and guest speakers
- Attend scheduled academy coach meetings
- Facilitate the organization and implementation of academy open houses and school tours
- Regularly attend academy team meetings to provide support and guidance for academy initiatives
- Promote and participate in academy related professional learning communities within the school
- Collect, analyze and communicate academy data (including academy enrollment, experiential learning, industry certifications, academy related dual credit / dual enrollment, attendance, and graduation rate, among others)
- Work with district Business and Community Engagement Coordinator, Partnership Specialist and school administration on student engagement opportunities

Applicant must hold at minimum, the equivalent of a Bachelor's degree. Applicant must also hold a valid TX teaching certification with any secondary endorsement (grades 6-12), and a minimum of three (3) year's teaching experience.

Salary: Teacher Salary

Schedule: 197 days



Pharr-San Juan-Alamo ISD & South Texas College
*"A Partnership Helping Students Become
 College Ready, Connected, & Complete"*



SOUTH TEXAS
COLLEGE

Structural Welding
 Certificate Plan Crosswalk

Credit Check									
High School					South Texas College				
Graduation Requirements (? Program)					Welding Certificate				
English	I _1/2 _1/2	II _1/2 _1/2	III _1/2 _1/2	IV _1/2 _1/2	MCHN 1343	Machin Shop Mathematics	Welding DC (H27411)		
Mathematics	Algebra I _1/2 _1/2	Geometry _1/2 _1/2	Algebra II _1/2 _1/2	4 th Math _1/2 _1/2	WLDG 1313	Introduction to Blueprint Reading for Welders			
Science	Biology _1/2 _1/2	Chemistry _1/2 _1/2	Physics _1/2 _1/2	4 th Science _1/2 _1/2	WLDG 1428	Introduction to Shielded Metal Arc Welding (SMAW)			
Social Studies	World Geography _1/2 _1/2	World History _1/2 _1/2	United States History _1/2 _1/2		WLDG 1430	Introduction to Gas Metal Arc Welding (GMAW)	Advanced Welding DC (H27422)		
Government/ Economics	Government _1/2	Economics _1/2			WLDG 1457	Intermediate Shielded Metal Arc Welding (SMAW)			
Foreign Language (2) R (3) DAP	Spanish I _1/2 _1/2	Spanish II _1/2 _1/2	Spanish III _1/2 _1/2		WLDG 1312	Introduction to Flux Cored Arc Welding (FCAW)	Precision Metal Manufacturing (H27322)		
Misc.	Speech _1/2	PE _1/2 _1/2	Fine Arts _1/2 _1/2		WLDG 1417	Introduction to Layout and Fabrication	Advanced Precision Metal Manufacturing (H27332)		
					WLDG 1434	Introduction to Gas Tungsten Arc Welding			
Electives					HB5 Endorsement Requirements				
	_1/2 _1/2	_1/2 _1/2	_1/2 _1/2	_1/2 _1/2	Elective Sem _____ Grade _____	Elective Sem _____ Grade _____	Elective Sem _____ Grade _____	Adv. Elective Sem _____ Grade _____	
	1/2 1/2	1/2 1/2	1/2						

Course Information							
		South Texas College Course	College Credit Hours	Minimum Contact Hours	High School Course	High School Credit	Time Commitment
9 th	Fall				Principles of Manufacturing	0.5	45 minutes daily OR 90 minute blocks A or B days
	Spring					0.5	45 minutes daily OR 90 minute blocks A or B days
10 th	Fall	MCHN 1343 MCHN 1313	3.0 3.0	48 96	Welding DC	1.0	90 minute block; daily
	Spring	WLDG 1428	4.0	128		1.0	90 minute block; daily
11 th	Fall	WLDG 1430	4.0	128	Advanced Welding DC	1.0	90 minute block; daily
	Spring	WLDG 1457	4.0	128		1.0	90 minute block; daily
Summer		WLDG 1312	3.0	128	Precision Metal Manufacturing DC	1.0	6.5 daily; 5 weeks 3.5 every other day; 10 wks
12 th	Fall	WLDG 1417	4.0	128	Advanced Precision Metal Manufacturing DC	1.0	90 minute block; daily
	Spring	WLDG 1434	4.0	128		1.0	90 minute block; daily

Pharr-San Juan-Alamo ISD and South Texas College do not discriminate on the basis of sex, handicap, race, color, national origin or age.
 This degree plan does not guarantee completion of an Associate of Science degree at South Texas College and should be used only for evaluative purposes of a
 student's progress. ECHS students are required to maintain a degree plan on file with the appropriate department at STC.

2016-2017

WELDING
Combination Welding Certificate

			SCH
FIRST YEAR - FALL SEMESTER			
MCHN	1343	Machine Shop Mathematics or TECM 1303	3
WLDG	1313	Intro to Blueprint Reading for Welders or DFTG 1325	3
WLDG	1428	Intro. to Shielded Metal Arc Welding (SMAW)	4
WLDG	1430	Intro. to Gas Metal Arc Welding (GMAW)	4
FIRST YEAR - SPRING SEMESTER			
WLDG	1457	Intermed. Shielded Metal Arc Welding (SMAW)	4
WLDG	1312	Intro. to Flux Cored Arc Welding (FCAW)	3
WLDG	1417	Introduction to Layout and Fabrication	4
WLDG	1434	Introduction to Gas Tungsten Arc Welding (GTAW)	4
SECOND YEAR - FALL SEMESTER			
WLDG	2451	Advanced Gas Tungsten Arc Welding (GTAW)	4
WLDG	2406	Intermediate Pipe Welding	4
WLDG	2413	CAPSTONE: Intermediate Welding using Multiple Processes	4

2016-2017

WELDING

Structural Welding Certificate

			SCH
FIRST YEAR - FALL SEMESTER			
MCHN	1343	Machine Shop Mathematics or TECM 1303	3
WLDG	1313	Introduction to Blueprint Reading for Welders or DFTG 1325	3
WLDG	1428	Introduction to Shielded Metal Arc Welding (SMAW)	4
WLDG	1430	Introduction to Gas Metal Arc Welding (GMAW)	4
FIRST YEAR - SPRING SEMESTER			
WLDG	1457	Intermed. Shielded Metal Arc Welding (SMAW)	4
WLDG	1312	Introduction to Flux Cored Arc Welding (FCAW)	3
WLDG	1417	Introduction to Layout and Fabrication	4
WLDG	1434	Introduction to Gas Tungsten Arc Welding (GTAW)	4



PSJA High School Four Year Graduation Plan

Date initiated: _____
Date(s) Amended: _____

Parent/Guardian Signature/Date		Student's Signature/Date		Counselor's Signature/Date		Administrator's Signature/Date		CLASS OF:	
Endorsement:		During High School I will complete:		My post HS plans are:		STAAR EOC		TSA	
STEM		_____ Associates of Arts/Science		_____ Four Year College/University		ENG I: _____		MATH: _____	
X Business and Industry		_____ Associates of Applied Science		_____ Two Year College		ALG I: _____		READING: _____	
_____ Arts & Humanities		_____ 60+ Hours/Core Completion		_____ Technical Training		BIO: _____		WRITING: _____	
_____ Public Services		_____ Certificate		_____ Employment		ENG II: _____		ESSAY: _____	
_____ Multidisciplinary Studies		_____		_____ Military		US HIST: _____		SAT: _____	
Specialization Area: SCADA Welding		_____		_____ Other		_____		TSI: _____	
								ACT ASPIRE: _____	
								PSAT: _____	
								PLAN: _____	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	
								4. COLLEGE EXAM: _____	
								5. CERTIFICATION: Industry Cert. _____	
								Licensure: _____	
								1. DC COURSES (12 HRS)/ Associates	
								2. BILINGUALISM/ BILITERACY	
								3. AP TEST (3+)	

**Pharr - San Juan - Alamo ISD
ECHS WELDING ACADEMY
BUDGET NARRATIVE**

**2016-2018 INDUSTRY CLUSTER NAME
Innovative Academy - the Next Generation of ECHS**

USDOE Line Item	State Code	Description	Project Year 1	Project Year 2	BUDGET Year 1&2	IN KIND Donated Match
1. PERSONNEL - PAYROLL COSTS						INKIND
Personnel	6100	Salary - FT Career Academy Coach / Counselor- Professional to oversee ECHS Welding Academy campus activities, conducting analysis, monitoring, reporting & training. 1 FT Staff @ \$45,000 per year 2 only	\$0.00	\$30,000.00	\$30,000.00	\$0.00
Support Personnel	6100	Extra Duty & Substitute Pay Supplemental Pay: Professional Staff (Teachers) ECHS & Certificate Specific (AWS) Trngs. & Summer Institute: Year 1 <u>Trainings / Credentialing & Curriculum Development</u> 5 Staff x \$27.50 per hour x 6 hrs. = \$3,300 x 4 trngs = \$13,200 TSI Curriculum & Summer Institute 10 Staff x \$100 per day x 4 days = \$4,000 Year 1 Total Supplemental Pay = \$17,200	\$17,200.00	\$0.00	\$17,200.00	\$0.00
Total Personnel Costs			\$17,200.00	\$30,000.00	\$47,200.00	\$0.00
2. FRINGE BENEFITS			Federal Funding Year 1 - 2			INKIND
Fringes	6141	FT 100 % FTE Fringe - FICA MEDICARE Benefits 2 FTE's Salary x 1.45% (Medicare 1.45%) for staff: Counselor note: ISD Professional PD (Teacher) Staff exempt from 6.20% social security	\$0.00	\$435.00	\$435.00	\$0.00
Fringes	6142	FT 100 % Fringe - GROUP HEALTH / DENTAL / LIFE Benefits \$6,828.00 per employee x FTE's for staff: Counselor & Clerk	\$0.00	\$13,656.00	\$13,656.00	\$0.00
Fringes	6143	FT 100 % FTE Fringe - WORKER'S COMPENSATION Benefits 3 FTE's Salaries x 1.35% for staff: Counselor & Clerk	\$0.00	\$405.00	\$405.00	\$0.00
Fringes	6146	FT 100 % FTE Fringe - TEACHERS RETIREMENT SYSTEM 3 FTE Salaries x 9.85% for staff: Counselor & Clerk	\$0.00	\$2,955.00	\$2,955.00	\$0.00
Fringes	6100	SUPPLEMENTAL FRINGES for all Supplemental Pay Trngs. FICA/MED + WORKERS COMPENSATION + TRS = 12.65% x hrly. Pay	\$2,175.80	\$0.00	\$2,175.80	\$0.00
Total Fringe Benefits			\$2,175.80	\$17,451.00	\$19,626.80	\$0.00
Total Personnel Costs			\$19,375.80	\$47,451.00	\$66,826.80	
3. TRAVEL						INKIND
Travel	6400	Local Travel - Unallowable	\$0.00	\$0.00	\$0.00	\$0.00
Travel	6400	Out of District Travel - Unallowable	\$0.00	\$0.00	\$0.00	\$0.00
Total Travel Costs			\$0.00	\$0.00	\$0.00	\$0.00
4. EQUIPMENT						INKIND
Equipment	6600	None	\$0.00	\$0.00	\$0.00	\$0.00
Total Equipment Costs			\$0.00	\$0.00	\$0.00	\$0.00
5. SUPPLIES						INKIND
Supplies	6398	VRTEX Mobile (Virtual reality machine & flexible tabletop welding stand and armrest) CSA & CE certified \$25,365.00 per unit x 5 units	\$126,825.00	\$0.00	\$126,825.00	\$0.00
Supplies	6398	VRTEX Project Based Lessons @ \$110.00 per unit x36	\$4,000.00	\$0.00	\$4,000.00	\$0.00
Supplies	6398	VRTEX Lessons Book - Instructors Guide @ \$110.00 per unit	\$110.00	\$0.00	\$110.00	\$0.00
Supplies	6398	Exhaust	\$60,000.00	\$0.00	\$60,000.00	\$0.00
Supplies	6398	Welding Booths 6x6 @ \$500 per unit x 15	\$7,500.00	\$0.00	\$7,500.00	\$0.00
Supplies	6398	Grinding Booths 6x6 @ \$500 per unit x 5	\$2,500.00	\$0.00	\$2,500.00	\$0.00
Supplies	6398	Multi Processor Welding Machine K2439-2 (1 unit) x 2	\$10,620.00	\$0.00	\$10,620.00	\$0.00
Supplies	6398	Track Torch Beveler TCM 100 (1 unit)	\$805.00	\$0.00	\$805.00	\$0.00
Supplies	6398	12" Pipe beveller PBM 100 (1 unit)	\$625.00	\$0.00	\$625.00	\$0.00
Supplies	6398	Scotchman Iron Worker 50514-CM (1 unit)	\$8,345.00	\$0.00	\$8,345.00	\$0.00
Supplies	6398	4.5 Inch Bosh Grinder	\$138.00	\$0.00	\$138.00	\$0.00
Supplies	6398	Mig Pliers RGU600050 @ \$7.35 per unit x 8	\$58.80	\$0.00	\$58.80	\$0.00
Supplies	6398	Automatic Welding Helmets RGU314203 @ \$100 per unit x 40	\$4,000.00	\$0.00	\$4,000.00	\$0.00
Supplies	6398	Clear Safety Glasses PRS66100 @ \$.99 x 30	\$29.70	\$0.00	\$29.70	\$0.00
Supplies	6398	Shade 5 Welding Glasses PRS66405 @ \$6.85 per unit x 30	\$205.50	\$0.00	\$205.50	\$0.00
Supplies	6398	Chipping Hammers PRS57101 @ \$.93 x 20	\$186.60	\$0.00	\$186.60	\$0.00
Supplies	6398	Wire Brushes PRS53049 @ \$2.90 x 20	\$58.00	\$0.00	\$58.00	\$0.00
Supplies	6398	Welding Jackets PRS6230L @ \$13.90 x 30	\$417.00	\$0.00	\$417.00	\$0.00
Supplies	6398	Welding Gloves PRS1000 @ \$6.75 x 30	\$202.50	\$0.00	\$202.50	\$0.00

Supplies	6398	12" Adjustable Wrench @ \$10.82 x 15	\$108.20	\$0.00	\$108.20	\$0.00
Supplies	6398	Tape Measure 25' Magnetic Tip @ \$6.49 x 30	\$194.70	\$0.00	\$194.70	\$0.00
Supplies	6398	10" Lock Pliers @ \$9.49 x 30	\$284.70	\$0.00	\$284.70	\$0.00
Supplies	6398	Weld Fillet Gauge @24.68 x 30	\$740.40	\$0.00	\$740.40	\$0.00
Supplies	6398	14" File Half Round Bastard @ \$8.49 x 30	\$254.70	\$0.00	\$254.70	\$0.00
Supplies	6398	Grinding Wheels 4.5" @ \$3.75 x 10	\$37.50	\$0.00	\$37.50	\$0.00
Supplies	6398	Box Soap Stone Markers @ \$11.70 x 30	\$351.00	\$0.00	\$351.00	\$0.00
Supplies	6398	Box Lincoln 7018 Rod 1/8 @ \$89.00 x 15	\$1,335.00	\$0.00	\$1,335.00	\$0.00
Supplies	6398	Box Lincoln 6011 Rod 1/8 @ \$99.00 x 15	\$1,485.00	\$0.00	\$1,485.00	\$0.00
Supplies	6398	M210 Torch @ \$400 x 10	\$4,000.00	\$0.00	\$4,000.00	\$0.00
Supplies	6398	Installation & Orientation for VTREZ Mobile Units	\$5,000.00	\$0.00	\$5,000.00	\$0.00
Total Supplies Costs			\$240,417.30	\$0.00	\$240,417.30	\$0.00
6. CONTRACTUAL						INKIND
Contractual	6291	Contractual Service Fees: Internship Partnership CHARLES CLARK CHEVROLET CO. Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$0.00	\$0.00	\$10,500.00
Contractual	6291	Contractual Service Fees: Internship Partnership TOYOTA Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$0.00	\$0.00	\$10,500.00
Contractual	6291	Contractual Service Fees: Internship Partnership HUMANETICS Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$0.00	\$0.00	\$10,500.00
Contractual	6291	Contractual Service Fees: Internship Partnership ERO ARCHITECTS Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$0.00	\$0.00	\$10,500.00
Contractual	6291	Contractual Service Fees: Internship Partnership R. GUTIERREZ ENGINEERING COORPORATION Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$0.00	\$0.00	\$10,500.00
Contractual	6291	Contractual Service Fees: Internship Partnership GIGNAC Mentor Services, Technical Assistance & Job Shadowing at 20% INKIND match	\$0.00	\$0.00	\$0.00	\$13,500.00
Contractual	6291	Contractual Service Fees: Independent Evaluation & Itemized Analysis Training @ a Professional services rate at 4%Evaluation services + 1% for Item analysis of TSI = Total 5% of total budget Year 1 - 2	\$10,000.00	\$10,000.00	\$20,000.00	\$0.00
Total Contractual Costs			\$10,000.00	\$10,000.00	\$20,000.00	\$66,000.00
7. CONSTRUCTION						INKIND
Construction	6600	N/A	\$0.00	\$0.00	\$0.00	\$0.00
Total Construction Costs			\$0.00	\$0.00	\$0.00	\$0.00
8. OTHER						INKIND
Other		N/A	\$0.00	\$0.00	\$0.00	\$0.00
Total Other Costs			\$0.00	\$0.00	\$0.00	\$0.00
9. TOTAL DIRECT COSTS (sum of lines 1-8)			\$269,793.10	\$57,451.00	\$327,244.10	\$0.00
10. PSJA ISD 1.627%						Total Indirect Cost
			\$4,389.53	\$934.73	\$5,324.26	\$0.00
11. TRAINING STIPENDS						INKIND
Training Stipends		None	\$0.00	\$0.00	\$0.00	\$0.00
Total Stipends Costs			\$0.00	\$0.00	\$0.00	\$0.00
12. TOTAL COSTS						IK MATCH
						20%
Total Costs (sum of lines 9 - 11)			\$274,182.63	\$58,385.73	\$332,568.36	\$66,000.00
Grand TOTAL BUDGET						\$398,568.36



October 28, 2016

Pharr-San Juan-Alamo Independent School District
Attn: Dr. Daniel P. King, Superintendent of Schools
601 E. Kelly
Pharr, TX 78577

Dear Dr. King,

As the Office Manager at GIGNAC Architects I am extremely enthusiastic about the work you are presently doing in working towards preparing students to enter the workforce and become the next generation of leaders.

GIGNAC Architects wholeheartedly supports Pharr-San Juan-Alamo I.S.D.'s proposal to provide quality instruction through PSJA's Advanced Technologies and Manufacturing Cluster Academy to our student population. It is imperative that GIGNAC Architects and PSJA I.S.D. continue to collaborate to ensure job growth in our community. It is through this collaboration that will allow for our youth to develop skill sets that the workforce demands. PSJA I.S.D. is a leader and national model when it comes to decreasing dropout rates, increasing high school graduation rates and preparing students for the rigors of college.

With the receipt of this letter please accept the support and commitment of GIGNAC Architects via in-kind contributions which include but are not limited to industry tours, career focused presentations, mentoring and student internship opportunities, for the application you are submitting to the Texas Education Agency (TEA) in response to its grant titled "2016-2018 Industry Cluster Name Innovative Academy - the Next Generation of ECHS," in order to meet its required 20% in-kind industry contribution.

As true partners, our collaborative efforts will help increase the quantity and quality of students entering such field programs, thereby enhancing the future productivity capabilities of our sector and ensuring that there is direct impact in our communities.

Sincerely,

Juan Mujica
Office Manager / Project Manager
Gignac Architects

October 27, 2016

Pharr-San Juan-Alamo Independent School District
Attn: Dr. Daniel P. King, Superintendent of Schools
601 E. Kelly
Pharr, TX 78577

Dear Dr. King,

As the President of R. Gutierrez Engineering Corporation, I am enthusiastic about the work you are presently doing in working towards preparing students to enter the workforce and become the next generation of leaders.

R. Gutierrez Engineering Corporation wholeheartedly supports Pharr-San Juan-Alamo I.S.D.'s proposal to provide quality instruction through PSJA's Manufacturing Cluster Academy to our student population. It is imperative that R. Gutierrez Engineering Corporation and PSJA I.S.D. continue to collaborate to ensure job growth in our community. It is through this collaboration that will allow for our youth to develop skill sets that the workforce demands. PSJA I.S.D. is a leader and national model when it comes to decreasing dropout rates, increasing high school graduation rates and preparing students for the rigors of college.

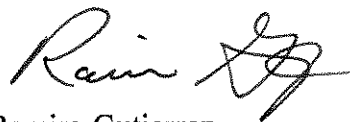
With the receipt of this letter please accept the support and commitment of R. Gutierrez Engineering Corporation for the application you are submitting to the Texas Education Agency (TEA) in response to its grant titled "2016-2018 Industry Cluster Name Innovative Academy - the Next Generation of ECHS."

To value our partnership with PSJA I.S.D., R. Gutierrez Engineering Corporation will commit the following in-kind contributions to the proposal you will be presenting to TEA for its consideration:

1.)	Partner's Time and Effort Salary	\$5,000
2.)	Student/Teacher Industry Tours	\$6,400
3.)	Paid Student Internships	\$3,780
4.)	Assist in Writing and Reviewing Curriculum	\$6,000
Total		\$21,180

As true partners, our collaborative efforts will help increase the quantity and quality of students entering such field programs, thereby enhancing the future productivity capabilities of our sector and ensuring that there is direct impact in our communities.

Sincerely,



Ramiro Gutierrez
President



October 26, 2016

Pharr-San Juan-Alamo Independent School District
Attn: Dr. Daniel P. King, Superintendent of Schools
601 E. Kelly
Pharr, TX 78577

Dear Dr. King,

As the Chief Marketing Officer and Partner for ERO Architects, I am extremely enthusiastic about the work you are presently doing in working towards preparing students to enter the workforce and become the next generation of leaders.

ERO Architects wholeheartedly supports Pharr-San Juan-Alamo ISD's proposal to provide quality instruction through PSJA's Advanced Manufacturing Cluster Academy to the student population. It is imperative that ERO Architects and PSJA I.S.D continue to collaborate to ensure job growth in our community. It is through this collaboration that will allow for our youth to develop skill sets that the workforce demands. PSJA ISD is a leader and national model when it comes to decreasing dropout rates, increasing high school graduation rates and preparing students for the rigors of college.

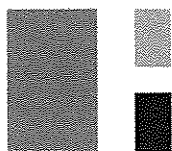
With the receipt of this letter please accept the support and commitment of ERO Architects via in-kind contributions which include but are not limited to industry tours, career focused presentations, mentoring and job shadowing opportunities, for the application you are submitting to the Texas Education Agency (TEA) in response to its grant titled "2016-2018 Industry Cluster Name Innovative Academy - the Next Generation of ECHS," in order to meet its required 20% in-kind industry contribution.

As true partners, our collaborative efforts will help increase the quantity and quality of students entering such field programs, thereby enhancing the future productivity capabilities of our sector and ensuring that there is direct impact in our communities.

Sincerely,

A handwritten signature in black ink, appearing to read "BG", is written over the printed name and title of the sender.

Brian Godinez
Partner/CMO
ERO Architects



humanetics

October 26, 2016

Pharr-San Juan-Alamo Independent School District
Attn: Dr. Daniel P. King, Superintendent of Schools
601 E. Kelly
Pharr, TX 78577

Dear Dr. King,

As the General Manager for Humanetics, I am extremely enthusiastic about the work you are presently doing in working towards preparing students to enter the workforce and become the next generation of leaders.

Humanetics II LTD wholeheartedly supports Pharr-San Juan-Alamo I.S.D.'s proposal to provide quality instruction through PSJA's Manufacturing Cluster Academy to our student population. It is imperative that Humanetics and PSJA I.S.D continue to collaborate to ensure job growth in our community. It is through this collaboration that will allow for our youth to develop skill sets that the workforce demands. PSJA I.S.D. is a leader and national model when it comes to decreasing dropout rates, increasing high school graduation rates and preparing students for the rigors of college.

With the receipt of this letter, please accept the support and commitment of Humanetics via in-kind contributions which include but are not limited to industry tours, career focused presentations, and mentoring, for the application you are submitting to the Texas Education Agency (TEA) in response to its grant titled "2016-2018 Industry Cluster Name Innovative Academy - the Next Generation of ECHS," in order to meet its required 20% in-kind industry contribution.

As true partners, our collaborative efforts will help increase the quantity and quality of students entering such field programs, thereby enhancing the future productivity capabilities of our sector and ensuring that there is direct impact in our communities.

Sincerely,

Sergio Villarreal
General Manager - McAllen
Humanetics

Sergio Villarreal



Gulf States Toyota, Inc.
1375 Enclave Parkway
Houston, Texas 77077
Phone: (713) 470-7864

October 28, 2016

Pharr-San Juan-Alamo Independent School District
Attn: Dr. Daniel P. King, Superintendent of Schools
601 E. Kelly
Pharr, TX 78577

Dear Dr. King,

In today's marketplace the growth of community and economic development is driven by a qualified and available workforce. Gulf States Toyota is no different. Our ability to grow is tied not just to market-share but also to our ability to produce quality products and hire qualified associates.

In an effort to improve the local workforce, and thus the local economy, it is important for local RGV high schools like Pharr-San Juan- Alamo I.S.D's students to have access to the tools and programs that allow them to compete for national certifications. In doing so, we all become more successful.

GST applauds PSJA I.S.D for their ongoing support of vocational education and its application to the Texas Education Agency (TEA) in response to its grant titled "2016-2018 Industry Cluster Name Innovative Academy – Next Generation of ECHS," in order to meet its required 20% in-kind industry contribution.

Both GST and the local Toyota dealers are supportive of programs that provide vocational training and believe that this support needs to start in the high schools.

If I can offer any additional testimony to the need for career and technical education, please do not hesitate to ask.

Sincerely,

A handwritten signature in black ink, appearing to read "G Lopez", is written above the printed name.

Guillermo Lopez,
Gulf States Toyota
Workforce Development